

**HIGH SCHOOL
SYLLABI
2008-2009**

ENGLISH:

ENGLISH 9 & 10 - Karen Bicknell

I. Course Description: In this first semester we have read primarily novels which focus on the truths about the human condition always to be found in good literature whose characters are on a quest for truth, happiness, the American Dream, or peace of mind.

Students will be developing literary analysis techniques and writing skills while acquiring a sense of the American voice in literature.

II. Texts:

All Quiet on the Western Front by E. M. Remarque (read over the summer)

Their Eyes Were Watching God by Zora Neale Hurston

The Great Gatsby by F. Scott Fitzgerald

Frankenstein by Mary Wollstonecraft Shelley

Do Androids Dream of Electric Sheep by Philip K. Dick

Krik? Krak! by Edwidge Danticat

The Seagull Reader: Poems an anthology of poetry

Short stories, poetry, and excerpts from a variety of sources; additional titles may be added as time allows.

III. Writing:

Students will continue developing creative and expository writing skills while writing and editing weekly papers. Grammar concepts and basics of sentence structure will be reviewed as necessary.

Final drafts of papers should be typed, and double-spaced. (See VII, "nuts and bolts.") Rough drafts and the reviewing and proofreading of final drafts are the students' responsibility. Write a rough draft in a timely fashion; edit, proofread, rewrite; proofread the final before handing it in. These are skills you have been taught.

IV. Vocabulary

We will be using words from the literature read in class as a basis for our study. There will be regular assignments and quizzes.

V. Spelling will be addressed as needed. Those students who need further drill in this area will be assigned lists and given follow-up exercises.

VI. Grades will be based on the following:

A. Prompt fulfillment of each assignment; papers will be evaluated as to content, neatness, and mechanics. Papers are due, printed out, at the beginning of class. Late papers will not receive full credit.

B. Participation in class discussions, presentations, and peer groups for writing.

C. Tests and quizzes

D. Other expectations agreed upon for the class.

ENGLISH 9 & 10 - Mary Ann Sanborn

Course Description

In this section of English 9/10 students explore the idea of the hero in literature and life, discussing the plight of the protagonist in conflict with his environment. Observing literary heroes throughout time, students develop criteria to define a hero. In the literature read, the hero or heroine battles society, the gods, fate, greed, sexism, racism, and a host of other antagonists - animate and inanimate. Literature selections include Remarque's *All Quiet on the Western Front*, Homer's *The Iliad*, Euripides' *Medea*, Shakespeare's *Macbeth*, Ibsen's *The Doll's House*, Potok's *The Chosen*, and possibly Hansberry's *A Raisin in the Sun*, as well as Arthurian legend and classical mythology. Poetry selections include the poems of Alfred Lord Tennyson, Alfred Noyes, Langston Hughes, Edna St. Vincent Millay, William Shakespeare, and WW I poets, and students learn the elements of poetry as they experiment with writing poetry of their own. Also students read critical essays about the authors, the literature, and the nature of heroism as they observe our protagonists, men and women alike, struggle against the forces arrayed against them. Students will also view some videos, chosen to augment the curriculum.

Writing assignments consist of creative essays and poetry, interpretation and critical analysis of literature, and a research paper. Books, magazines, and the Internet provide resource materials and students learn to evaluate and document sources, promoting sound research techniques. Students will give oral reports on selected topics and will memorize and present a poem from the literature read. Vocabulary studied will be from the literature.

Grades will be based on homework, class participation, tests and quizzes, and creative and analytical essays, a research paper, and class presentations.

ENGLISH 11 - Brenda Diederich

I. **COURSE DESCRIPTION:** This course focuses on a study of literature that is both classic and contemporary. Emphasis is on developing literary analysis techniques and on writing skills. It provides a firm foundation in grammar as it relates to writing assignments, and vocabulary enrichment is a primary goal.

II. **TEXTS:**

Sound and Sense

The Catcher in the Rye by J.D. Salinger

One Flew Over the Cuckoo's Nest by Ken Kesey

The Watchmen by Alan Moore and illustrated by Dave Gibbons

Selected cantos from Dante's *Inferno*

Let's Not Go to the Dogs by Alexandra Fuller

The Scarlet Letter by Nathaniel Hawthorn

Brave New World by Aldous Huxley

Mama Day by Gloria Naylor

A Prayer for Owen Meany by John Irving

"On the Rainy River" by Tim O'Brian

"The Centurion"

"Extract"

"We Have Met the Enemy"

"The Secret Lion"

"The Man in the Casket"

"Two Kinds" selected short stories from *Coming of Age* by Robin Behn and Chase Twichell

"Trying to Save Piggy Sneed" by John Irving

"Batorsag and Szerelem" by Ethan Canin

Vocabulary Energizers

III. **OBJECTIVES:**

1. to analyze literary genres, poetry, novel, short story
2. to develop paragraphs through attention to sensory images
3. to expand vocabulary
4. to improve writing skills through various editing exercises
5. to review grammar, usage and style
6. to keep a file of all writings

IV. **METHODOLOGY:**

1. Discussion group
2. Peer teaching
3. Oral presentation
4. Audio visual aids
5. Socratic

V. **CONTENT:**

- A. Literature - Students will analyze the various elements of literary genres. Poetry will often serve as an introduction to these elements of theme, characterization, setting, symbolism, mood, and figurative language, which will, in turn, be related to the novels we are reading.
- B. Vocabulary - Students will use the *Vocabulary Energizers* text

- C. Writing - Students will have daily practice. They will evaluate writing and learn how to articulate what makes effective writing. A file will be kept of all writings.
- D. The junior research paper- Three weeks of the first quarter is devoted to the writing of an 8-10 page research paper. The paper must demonstrate a solid understanding on the part of students as to how to write a scholarly paper with proper title page, thesis statement, outline, bibliography, and footnotes. The paper is initially assigned in English class, and the steps along the way (for example, note cards) count as a percentage of the overall grade for the paper. Two faculty members of the Research Committee read each paper. The grade received on the paper becomes a major percentage of the first quarter grade.

VI. GRADES: will be determined by

- 1. Compositions: content, mechanics
- 2. Class participation
- 3. Quizzes/vocabulary
- 4. Collaborative group work skills

ENGLISH 12 – Susan Dymont (fall semester)

1. In the **literature** section of the course we will view stages of the life cycle from the perspectives of various writers.

A. Childhood:

Frank McCourt, *Angela's Ashes*
 Maxine Hong Kingston, *Woman Warrior*
 Jean-Paul Sartre, *The Words*
 Dylan Thomas, "Quite Early One Morning," "A Visit with Grandpa," and poetry
 Charles Spencer Chapman, *My Autobiography*
 Dick Gregory, *Nigger*
 Richard Kim, *Lost Names*

B. Adolescence:

Russell Perkins, *Impact of a Saint*
 Kurt Vonnegut, Jr. *Slaughterhouse-Five or the Children's Crusade*
 Elie Wiesel, *Night*
 Maya Angelou, *I Know Why the Caged Bird Sings*

C. Death and Dying:

Leo Tolstoy, *The Death of Ivan Ilych*
 Ivan Turgenev, *Sketches from a Hunter's Album*
 Isaac Bashevis Singer, *The Collected Stories*
 Sophocles, *Oedipus at Colonus*

2. **In-Class Presentations:** During much of October each senior will be reading and presenting one autobiography of his or her choice. There will be a careful selection process aimed at making choices and observing group dynamics. As books are completed each student will prepare a guided thirty-minute lesson for the class. Erik Erikson's stages of the life cycle will be applied to sections of the autobiography. Students choose among such titles as *The Autobiography of Benjamin Franklin*, *Autobiography of a Yogi* by Paramahansa Yogananda, *The Eden Express* by Mark Vonnegut, *Out of My Life and Thought* by Albert Schweitzer, *Love and Exile* by Isaac Bashevis Singer, *Manchild in the Promised Land* by Claude Brown and others.

3. **Supplementary material** includes audiotapes of Dylan Thomas, Frank McCourt and Maya Angelou, and videotapes of Maxine Hong Kingston and Maya Angelou. In viewing excerpts of George Roy Hill's film adaptation of *Slaughterhouse-Five* the class will discuss how the language of literature translates into the language of film, as well as the broader subject of visual literacy. We will see selected portions of a film version of *Under Milkwood*. *Europa, Europa*, a film by Agnieszka Holland, will supplement our reading of *Night*. Before we read literature in translation (e.g. *Night* and *The Words*) we will examine translations of Chekov's *Lady with a Lap Dog* to compare styles and varying impact of differing translations. We will also see the Russian film version. In conclusion there will be a screening of *The Gospel at Colonus*, a 1987 musical adaptation of the final play in Sophocles' Oedipus trilogy, and of Stravinsky's opera of *Oedipus Rex*.

4. Our **writing** will be largely autobiographical. Reading of others' memories of childhood and adolescence inspires

reflection on our own pasts and on the present experience of the teen years. Directed weekly writing assignments will generate material which can be crafted into autobiographical statements for college essays. Vocabulary lessons will be derived from our reading and from the workbook *600 Words You Should Know for the SAT*.

5. Many of our **discussions** will follow the Harkness Table model, which track frequency of comment and use of textual reference to support points. The goal was that each student speak clearly and defend his or her position through reference to the literature under consideration.

6. A **Special Project**, which involves visits to New Hampshire Veterans Home in Tilton, will take place in the middle of the semester. We will interview residents, ask them to reflect on their experiences as eighteen-year-olds and on how the historical events of their times shaped their later lives. This project combines elements of our introspective and college essay writing with our study of *Slaughterhouse-Five* and *Night*, whose authors are close in age to these veterans. Associated Press reporter David Tirrell-Wysocki will discuss interviewing techniques, oral history and methods of assessing information. Students' interests will shape many details of this project—including the final reporting format which must include an approved art component. All seniors will present to classmates and members of the community on an evening in early December. This event is required.

7. **Evaluation** is based on essays, vocabulary tests, literature quizzes and projects. Additional credit is available for contributions in class, projects, and general class commitment. Assigned work is devalued at the rate of a third of a letter grade a day for lateness. (e.g., an A paper becomes an A- after one day late, etc.)

ENGLISH 12 - Kent Bicknell (spring semester)

In this class we read and discuss a variety of short stories and sketches. Each student develops her/his own criteria (or "filters") for examining the pieces and uses the same for writing a one to two page formal reaction paper each week. Selections are loosely organized around a quote from Henry David Thoreau, "What does education often do? It makes a straight-cut ditch of a free, meandering brook." (October, 1850 -- *The Journals*.)

Students are able to substitute two creative writing exercises for any two formal papers. The following works are some of those read and discussed: Djuna Barbes' *Smoke*, Willa Cather's *Paul's Case*, Anton Chekhov's *The Bet*, Rebecca Harding Davis's *Life in the Iron-Mills*, Ralph Waldo Emerson's excerpts from *The American Scholar* and other essays and *Brahma*, Susan Glaspell's *A Jury of Her Peers*, Thomas Hardy's *The Withered Arm*, Nathaniel Hawthorne's *The Devil in Manuscript* and *The Birthmark*, Louisa May Alcott's *Transcendental Wild Oats* and *A Long Fatal Love Chase*, Sarah Orne Jewett's *A White Heron*, Jack Kerouac's four sketches from *Lonesome Traveler* and other essays, Sinclair Lewis's *Young Man Axelbrod*, Herman Melville's *Bartelby the Scrivener*, Plato's *The Allegory of the Den (Cave)*, Edgar Allan Poe's *The Masque of the Red Death*, and Henry David Thoreau's *Higher Laws*. We also see a number of films – and take the occasional field trip in relation to material we are studying in class.

WRITING ELECTIVE – Brenda Diederich (fall semester)

I. Course Description: The course focuses on creative writing and writing technique, however, essay writing and the writing of poetry will be a part of the course as well.

II. Objectives:

1. to allow students the opportunity to experiment with writing styles without the pressure of a letter grade
2. to realize that all writing need not result in a final, completed piece
3. to play with and extend the genres of language, simile, metaphor, paradox, imagery, irony etc.
4. to be observant of the fact that what appears to be ordinary or mundane is quite the opposite and may be worthy of a story
5. to constructively critique and edit the writing of one's peers
6. to realize that revision (reseeing a piece) is a necessary and vital part of writing, that much of what is written is a work in progress
7. to encourage students to keep a notebook of ideas and snippets of thought that can later be developed into longer, more polished pieces.

III. Methodology:

1. Portfolios will be kept by students.
2. All students must share work
3. During the first week of class, students and I will determine what constitutes a passing grade. For example if it is

determined that a total of 15 finished papers is required to pass the course, 8 might be creative pieces, 4 might be poems, and 3 might be essays.

4. Students and I will also determine the daily schedule. For example, Tuesdays and Thursdays might be devoted to sharing pieces students have been working on. Mondays and Wednesdays might be devoted writing exercises that I will give to students. Fridays might be freewrite days and a sharing of a short story or poem that either I or a student would like to read.

IV. Grades:

The course is a pass/fail course. If a student does not meet the criteria determined by the class for a passing grade, s/he will fail the course.

MATH, SCIENCE, and COMPUTERS:

INTERACTIVE MATH PROGRAM 2 – Grade 9 - Jonathan Powell

The *IMP* curriculum, published by Key Curriculum Press, was developed under the sponsorship of the National Science Foundation in response to the Standards for School Mathematics first set forth by the National Council of Teachers of Mathematics in the early '90s. It is an integrated program; traditional math subject matters are not studied in isolation, but are developed through studying various problem units. There are five units for the year.

Year Two units are:

- Solve It! (algebra skills)
- Is There Really a Difference? (data and statistics)
- Do Bees Build It Best? (area and perimeter, right triangles)
- Cookies (systems of linear equations)
- All About Alice (exponents and logarithms).

POW's (Problems of the Week) extend the math work into other areas. There is much group work, as well as regular individual homework; writing, presenting work, discussing the ideas and justifying mathematical reasoning are all features of the course. Students learn how to make use of the technology of calculators and computers; if there is time, we will incorporate some activities with *Fathom* statistical software. Students develop a portfolio of their work as they go through the school year.

INTERACTIVE MATH PROGRAM 3 – Grade 10 – Chris Demian

In the third year of IMP, students have become accustomed to group work and understand the methods employed by the textbook to enable learning. Quality is still stressed over quantity while the problems prod students to investigate and learn through discovery. Students are continually challenged to problem solve, work together and express their thoughts both verbally and through their writing.

The units studied this year include: an exploration of quadratic functions, an investigation of circles in conjunction with coordinate geometry while reviewing the study of similar triangles and trigonometry, an analysis of large systems of equations and inequalities in both two and three dimensions using matrices, an introduction to derivatives and the natural logarithmic function, and further work with probability including permutations and combinations.

Grading will be based mostly on work completed outside of class. This will include daily homework assessed primarily on completion, a week-long homework summary paper to be completed each weekend, POW's with an opportunity for revision and portfolio's that will be easier if the appropriate amount of time is spent on the summary papers. In addition, students can expect frequent quick quizzes to check comprehension of homework/class-work assignments, a daily participation grade, regular presentations, quizzes and unit tests. Lastly, a final assessment will count for 20% of the final grade; half of which will be a take-home assignment while the other half will be an exam.

INTERACTIVE MATH PROGRAM 4 – Grade 11 - Jonathan Powell

The *IMP* curriculum, published by Key Curriculum Press, was developed under the sponsorship of the National Science Foundation in response to the Standards for School Mathematics first set forth by the National Council of Teachers of Mathematics in the early '90s. It is an integrated program; traditional math subject matters are not studied in isolation, but are developed through studying various problem units. There are five units for the year. In addition, we will study personal finance using the *NEFE High School Financial Planning Program* in homework assignments, classwork and projects throughout the year.

We plan to do the following units:

- High Dive (circle trigonometry and laws of falling bodies)
- The World of Functions (families of functions and their properties)
- Personal Finance and SAT preparation
- The Pollster's Dilemma (probability and the normal curve)
- As the Cube Turns (programming calculators, projective geometry, matrices and trigonometry)

POW's (Problems of the Week) extend the math work into other areas. There is much group work, as well as

regular individual homework; writing, presenting work, discussing the ideas and justifying mathematical reasoning are all features of the course. Students learn how to make use of the technology of calculators and computers. Students develop a portfolio of their work as they go through the school year.

ADVANCED MATH – Jonathan Powell

During the first semester, we plan to study statistics, using *Fathom* software with the book *Workshop Statistics*. We will do projects such as designing and implementing a technology survey for students and collecting and organizing data on energy use at the school. We will revisit the Pollster's Dilemma unit from *IMP 4*. We will spend some time on review of algebra procedures and geometry properties as we prepare and practice for the SAT test.

During the second semester, we will review various types and properties of functions and explore various other topics as they arise, depending on time and interest.

CALCULUS – Chris Demian

We will be using the text *Calculus of a Single Variable* by Thomas P. Dock and Charles M. Patton. There are three basic parts of the course:

Examination of functions and their properties, and development of the concept of limit

The problem of instantaneous rate of change – the derivative and its applications

The area under a curve – the integral, its applications, and its relation to the derivative

We make use of the technology of calculators and computers, and approach problems through three avenues of approach – numerical, graphic and analytical. Students will read the text and take turns presenting material to the class for discussion, and homework problems will be discussed in class.

ADVANCED PHYSICS – Richard Danahy (fall semester)

Course Texts:

Physics: Principles and Problems, Glencoe Publishing, Co.; 1999 – selected chapters

Wilson, Jerry, *College Physics*, Pearson Education; 2003 – selected chapters

This course is an extension or continuation of the standard year-long Physics course. Final chapters of this text will be used for topics in electricity and quantum. Additional reference material includes handouts, instructional videos, and websites. Classroom discussions and lab exercises are an integral part of the course. Students will demonstrate their success in both individual and team investigations. We will also spend some time reviewing the content and methods in preparation for taking Physics SATII.

A. Overview of physics subject areas to be covered during the semester:

electricity and magnetism with electronic circuits

atomic theory, quantum theory, relativity, and string theory

angular momentum and thermodynamic topics

B. Overview of the mathematics topics that are integrated during the semester:

algebra and trigonometry with problem solving strategies

vectors and some analytical geometry

related graphing, data analysis, and statistical topics

C. The following will be considered as we study each subject area:

an historical perspective; authors and development of theories

the research, modeling, and reasoning skills to understand each topic

the ethics and consequences of the use scientific knowledge

D. Laboratory

Physics topics or mathematically related skills will be reinforced by hands-on or observational lab exercises with follow-up formal analyses of the data or observations.

E. Expectations and Assessment

Each student shall be responsible for maintaining a neat and readily available collation of all daily class notes, homework assignments, lab material, handouts, and notes on independent reading and projects. Assessment shall be on each student's level of academic interest and cooperative participation, as well as the punctuality and completeness of all

assigned work, class notebook, tests, and reports.

COMPUTER PROGRAMMING - Richard Danahy

In this course students shall study the basics of computer programming through the introduction of at least two languages, creating programs and projects appropriate to skill level and interest. Students will use PC computers and suitable compilers to support, test, and demonstrate their work and investigations.

We will start systematic learning of a computer programming language by studying *Visual Basic 6.0* using Lawrenceville Press' text: *An Introduction to Programming Using Microsoft's Visual Basic* with software while concurrently using *Alice 2.0*; a 3D programming language learning environment and support material developed at Carnegie Mellon University. We may then learn elements of *Java 2* using Lawrenceville Press' text: *A Guide to Programming in Java* with *JavaBeans* development software.

Topics and investigations include:

- *binary math, logical thought, computer programming, and documentation*
- *using the Visual Basic IDE and Windows interface and the Alice IDE*
- *variables and constants; control statements, functions, routines, and subroutines*
- *data handling; storage and retrieval tactics and methods*
- *creating executable programs; event handling*
- *graphics, objects, code modules and classes*

While this is a regularly scheduled class, students may end up independently paced. Intensive self-study following instruction is expected for class time plus 3 hours per week minimum. All students shall maintain computer files as well as a written online log of work, collation of programs, ideas, and definitions.

During the course each student will investigate programming using assigned and approved programming projects. Each shall develop programs and experience the challenge of solving smaller open-ended projects, both alone and in a team. Project progress and results will be regularly presented in forum style within the class, and hopefully to guests as well. Most assignments will be submitted electronically and some turned in on paper.

Students will be graded on class participation and attitude, written work including quizzes and tests, the quality and organization of computer files and work logbook, and the preparation and content of presentations:

- *class participation and attitude* 25%
- *computer files and logbook* 25%
- *quizzes and tests* 15%
- *projects and presentations* 30%

ENVIRONMENTAL SCIENCE – Todd Schongalla

During the first semester we will learn about local ecology, organic farming, natural resource management, and global environmental policy and theory. The class will study global warming, renewable energy and how the school can reduce its energy use and “environmental footprint.” Students will learn identification and site characteristics of fall wildflowers and native trees. The class will learn about old-field succession, ecotones and dominant forest types in the East by studying *Peterson's Field Guide to Eastern Forests*. Students will also study *Reading the Forested Landscape* to understand historical patterns of land use in New England and the enduring marks left by disturbances like fire, windthrow, overgrazing, and logging. Ecological features and concepts described in these books will be used to guide our weekly observations of the natural world around the school. The class will lead the school's entry into organic garden farming. They will gain hands-on experience by researching garlic farming, writing a proposal, preparing the soil and planting.

Students will write and present their research. They will take wildflower, tree and ecological concepts tests. They will also write essays synthesizing what they have learned in class.

EARTH SCIENCE – Robert Schongalla

Course description: This course begins with the study of New Hampshire's geology including the effects of the Ice Age on the landscape. Students will learn about minerals and rocks, plate tectonics, the shaping of landforms, resources, the atmosphere, and the oceans. Later we will trace the evolution of the universe from the Big Bang to the formation of our

solar system and Earth. We will learn about how life has evolved over the course of 3.8 billion years. Students will carry out a research project and write a paper describing their work. The class will participate in the UNH Forest Watch Program, where we study of the effect of low-level ozone on white pines. We will frequently discuss current events in the Earth sciences.

Methods: The class will use the Heath textbook, Earth Science, by Spaulding and Namowitz. Information on New Hampshire's geology will come from handouts, class presentations and local field trips. Students will work individually, in pairs, small groups or as a class team to complete various activities, experiments, labs, or projects. Students will see slides, videos, and use maps and the Internet. The group will prepare at least one exhibit for the new display case at the Old Lab and will visit Harvard's Museum of Natural History in the spring.

Student expectations: Class participation is very important, and note-taking will be a real aid in studying for tests. Some material on tests is not in the text and is covered only in class or in handouts. Homework will be assigned nightly, and assignments will take students approximately 1/2 to 3/4 hour. Students should save their old tests, quizzes, homework assignments, and notes in order to review and study for the final at the end of the year.

Evaluation of student progress: A student's grade will depend upon the quality of projects, homework assignments, the research paper, poster or powerpoint presentation(s), quizzes, tests, concept maps, and class participation.

BIOLOGY - Scott Clark

Description: The study of biology begins with reviewing the scientific method, the knowledge of which is necessary throughout the course to help with understanding the material presented in the course. Most of the year revolves around the classification and progression of organisms, from primitive to advanced, according to Darwin's theory of evolution. Emphasis is placed on the broad scope of changes that occur from phylum to phylum and the meaning of intermediate form. Upon completion of the course, students can construct a phylogenetic tree, tying together most organisms with homologous similarities. Lab work for this course encompasses correct technique in preparation of slides, studies of plants, and exercise physiology.

Methods: Class time is spent in a variety of ways: new concepts are explained and discussed, students are quizzed on their understanding of homework, lab work is completed which stresses proper technique and data compilation, and current events in science are regularly discussed.

Labs are a vital part of the grade received in class, and write-ups of lab work are closely scrutinized.

Student expectations: Homework is essential for a better understanding of new and sometimes difficult material. It is assigned most nights and due the next day. Labs are usually due two days after completion of the lab. Nightly review is strongly stressed.

Evaluation of Student Progress: Quality of homework (20%), unannounced quizzes (20%), lab work (20%), and tests (40%) contribute to marks earned.

CHEMISTRY - Scott Clark

Course description: The study of chemistry begins with reviewing the scientific method used throughout the course to answer questions and problems that arise in labs and activities. Beginning with the basic idea of the science of chemistry, progress is made through atomic structure and the quantum atom. Chemical bonding, stoichiometry, carbon vs. inorganic chemistry, and chemical composition are covered. Because so much of the information can be "found" by each student in the lab, lab work is a weekly, or twice-weekly, occurrence. The micro technique method is introduced and then used throughout the year in lab work.

Methods: Class time is spent in a variety of ways: explanations of new concepts are presented, students are quizzed on their understanding of homework, labs are featured, and current events in science are regularly discussed.

Labs play a vital role in giving students a hands-on method of learning about the concepts and principles of chemistry. Because of the number of labs completed in chemistry, students become quite proficient and organized in writing them. Write-up of the lab work is closely scrutinized. Students will be using the text *Chemistry* by Merrill and *The Concepts of Microscale Chemistry* by M. Singh.

Student Expectations: Homework is essential for a better understanding of new and sometimes difficult material. It is assigned most nights and due the next day. Labs are usually due two days after completion of the lab. Nightly review is strongly stressed.

Evaluation of student progress: Quality of homework (20%), unannounced quizzes (20%), lab work (20%), and tests

(40%) contribute to marks earned.

ADVANCED CHEMISTRY - Scott Clark (fall semester)

Advanced Chemistry was designed for older students who have completed chemistry and want to explore subjects not ordinarily touched upon in the normal class offerings. This class will hopefully better prepare students for the SAT II in chemistry.

The class involves a lot of lab quantitative work focusing on the microscale technique wherever possible. A basic overview of the first quarter consists of dealing with liquids (colligative properties, Bp and Fp depressions and measure) and acids and bases (ionization, titration, and log). Quarter two will be spent on oxidation and reduction and electrochemistry. The last section of the course is dubbed “the flow of energy” and consists of readings and discussions on the origin of energy, the laws of thermodynamics, and Darwin and his thoughts relating to Natural Selection, energy, and disorder.

ADVANCED BIOLOGY - Scott Clark (Spring Semester)

Advanced biology will begin by reviewing systems of the human body, and then proceed to new material, energy in the biotic sense, and branch off from there. Beginning with the process of attaining, breaking down, absorbing, and actually using energy in Homo Sapiens, similarities to other vertebral organisms will be stressed. Energy will be looked at as the main “force” in nature, which decides important things, such as evolution, mutations, and the where and when of reproduction genetic pools for populations. Darwin and his thoughts on natural selection are assigned reading.

Systems of the body will be covered (the ones not covered in Biology), as well as genetics. The course will end with ecosystems, showing the interrelatedness of both the biotic and abiotic worlds. In general, labs are greatly student driven and happen all the time. Students must keep up with reading assignments in order to contribute to class discussions, and fun must occur.

SOCIAL SCIENCES:**MODERN WORLD HISTORY - Rose Marie Marinace and Ann Saunderson**

This course is about religion, philosophy, and politics from the Renaissance to the WWI/II era. Look for those ideas every day. Our textbooks are *Modern World History* by Roger Beck, et.al. and *The Annotated Mona Lisa* by Carol Strickland. You will often get a calendar with reading and other assignments. You will take notes on the readings.

We will have a Reporters' Round Table discussion with Ann and Rose Marie every week during the double period. The Round Table requires a weekly news log and continued reporting on one country's politics or culture (as assigned) throughout the year. At the end of the year a lengthy paper will be written comparing public and commercial news sources with some evaluation of events and your role as a citizen and future voter.

This year we will begin with a unit on Russia and China because modern events have dictated the need for such a focus.

Regarding art, keep the following theme in mind as we discuss the history that produced it: "Who is in the picture?" Art is an artifact of the time, and when you are done with the "history" you should be able to look at a seemingly unrelated piece of art and tell us WHO made it, WHEN, WHERE, and WHY? What are the social, political, philosophical and religious influences? Often the art test will be your history test because I will know you know the history if you answer the art questions correctly.

Positive participation in class discussion can boost your numerical grade 1/3 of a letter grade at each marking period if Ann and I agree that you have actively engaged in the course on a consistent basis. You can also reduce your numerical grade by 1/3 if you engage in consistently rude or disruptive behavior, or if you come to class routinely unprepared. There will be a test on every unit and a final exam.

UNITED STATES HISTORY (spring semester) – Pam Hunt

This class is one semester only and thus a brief overview of the history of the United States. Native Americans, the Constitution, and Supreme Court cases, especially those with an impact on civil rights and public policy, are examples of topics studied in more detail. The text used will be *Don't Know Much about History* by Kenneth Davis, plus Holt's *Constitution Study Guide* and *U.S. Supreme Court Cases*. Other references include McDougal Littell's *The Americans* and *Courtroom Drama: 120 of the World's Most Notable Cases*. Possible field trips are Strawberry Banke in Portsmouth, Plimoth Plantation in Plymouth, MA and The Freedom Trail in Boston.

AMERICAN HISTORY - Rose Marie Marinace

This course will be packed with information. What we are trying to do is cover all the bases since history is not just names, dates, battles, and facts. History is a chronicle of those things, but also can be explained through art, literature, architecture, and economics.

The topics to be covered are as follows:

First Semester**Architecture-- Preview unit**

- I Pre-colonial and Colonial development of America
- II Revolutionary America & the New Nation
- III 1800-1850 Culture
- IV The Civil War and Reconstruction

Second Semester

- V Westward expansion and industrial development 1850-1900
- VI Turn of the century America and W.W.I 1900-1920
- VII The Great Depression and W.W.II 1920-1950
- VIII The Cold War and the 1950's
- IX Changes in the 1960's
- X 1970's and Watergate
- XI 1980's

Course requirements:

1. We will have a test over each unit.
2. There will be semester exams both semesters. These exams will give you SAT II practice as well as review

course material.

3. During the first semester you will be taking lecture notes almost exclusively. Demerits will be given for any failure to come to class without a notebook, writing instrument, or the textbook when needed.
4. Reading notes will be required and graded.
5. All written work should use good grammar and complete sentences. No exceptions. Points will be deducted for failure to follow this rule even if the answer is correct.
6. Finally, there will be at least one long research assignment. Maybe more.

WORLD RELIGIONS - Todd Schongalla

The Perennial Philosophy developed by Aldous Huxley notes that the world's religions have a shared spiritual core. This class will use a variety of means to examine this core. While commonalities will be stressed, differences will also be noted in Hinduism, Buddhism, Judaism, Christianity, and Islam. Other religions such as Confucianism, Taoism, Sikhism and primal (nature) religions will be studied. The basic text will be Huston Smith's classic, *The World's Religions*. Philip Novak's companion volume, *The World's Wisdom: Sacred Texts of the World's Religions*, will also be used. Reading and discussion will be supplemented with a variety of films and field trips, as well as visitors to the class. Assignments will include keeping a journal of your reactions to the readings, leading class discussion on sections of the primary text, and short papers of personal reflection.

In the introduction to *The World's Religions*, Smith states that his book is about "religion alive" (p.9). In an effort to conduct the course in a similar vein, students will be asked to react personally to what they read, view, and hear. Practitioners of a number of different religions – people who have devoted their lives to a particular path – will be guest lecturers in the class. The invited guest – be she or he a layperson, rabbi, minister, priest, or a Hindu, Muslim, Sikh, or atheist – will be asked to a) describe her/his childhood in terms of the religion including why vocational choices were made; and b) tell the class how the quest for truth plays out in her/his day-to-day life.

Along with Smith and the primary texts in Novak, readings include *The Tao Te Ching*, *Siddhartha*, and *Persepolis*. Students will gain insight into the founding spiritual principles behind the Sant Bani School by reading Russell Perkins' *Impact of a Saint*. Films include *The Gods Must Be Crazy*, *The Chosen*, *Kundun*, *Gandhi*, *What the Bleep Do We Know?*, *Rumi: Mystic Poet*, and *Baraka*.

Practical

A major tool for learning in this class will be keeping a journal of your reactions and thoughts about our reading assignments, class discussions, visitors and movies. Your journal entries will help you contribute to class discussions and write reaction papers. Todd will check that you are keeping your journal up to date at the end of each major unit. Pairs of students will also be responsible for leading class discussion of 2 to 3 pages of a chapter. New discussion leader pairings and pages will be assigned at the start of each chapter. Rather than simply summarizing what we read, discussion leaders should ask questions that spark debate and deepen everyone's understanding of the material.

Whenever we finish studying a particular religion, host a guest speaker or view a film, students will write a "reaction" paper to whatever they have experienced. A number of other books will be assigned – and presentations on those may happen in a variety of forms – from small group oral/visual reports to written papers.

ECONOMICS OF ADULT LIVING - Rose Marie Marinace (spring semester)

The three major goals of this course are:

1. To develop cognitive and personal skills that can be effectively used to explore personal and social economic issues for more effective citizenship.
2. To develop a working knowledge of basic economic principles and laws.
3. To provide a basic introductory foundation in micro and macroeconomics for further pursuit on the college level.

This will be accomplished through application of textbook principles to real life simulations. There will also be a comparative economics/government component this year, with some critical analysis and comparison of Communism, Socialism, and Capitalism.

Three major projects are planned for the semester. The first is a quarter-long project to be done on an individual basis called "An Introduction to the Real World." This project introduces students to economic experiences such as renting and buying a home, purchasing a car, purchasing auto, home, and health insurance, and planning for the future. The last

two projects planned involve students in pairs. First they will plan a wedding and tabulate the entire cost while reviewing the options. And finally, they will determine the costs involved in having a child from pre-natal doctor visits to the graduation shoes their senior year! If time allows for a fourth project, students will develop and market a product of their own.

ART:

HIGH SCHOOL ART – Ann Saunderson

The purpose of this course is to acquaint students with some basic art skills. These would include drawing, design, principals of composition, work with color and value, and an introduction to a variety of media including charcoal, conte crayon, pastel, acrylics, oil sticks, and several printmaking processes. We will also be working with clay, plaster, and various found items that can be used in both 3D and mixed media projects.

The high school art program has a number of facets. Students are expected to keep, maintain and fill a sketchbook over the course of the year. They are introduced to and tested on the identification of various notable artists. They work in class on skill development and on open-ended projects assigned to expand their ways of thinking about the world around them and the place of art in our society. At the end of a project students critique their own work as well as that of their classmates developing analytical skills and ways to positively discuss the work of others with a newly found 'art' vocabulary.

The Art Department makes every effort to take several field trips over the course of the year. These may be to museums such as the MFA in Boston, the DeCordova Museum in Lincoln, Massachusetts, the Hood Museum at Dartmouth. One year we trekked out to Mass MoCa in western Massachusetts where we camped out for the night and visited the museum. We also go on trips to draw and paint. These have included Portland, Maine; St. Gaudens State Park in Cornish, New Hampshire; downtown Concord, and some beautiful spots locally.

At the end of the year students *may* put together a final exhibit, usually theme based, that is largely in their hands. This includes set up, invitations, refreshments, and clean up. The themes vary from fashion shows to works involving water in pools. One year we created a miniature golf course with each student designing their own hole that visitors could actually play through.

Students are encouraged to take part in several competitions and juried exhibits, but there is little pressure to do so.

Because the classes are made up of both skilled and novice artists, each student is judged on an individual basis and not in comparison to others in the class. Grades, while somewhat subjective, are based on a commitment of time and energy towards the course.

While there is no course text, students read the bi-monthly "Scholastic Art Magazine" and this year will view the new PBS series 'Art-21,' which provides an in-depth look at contemporary art and artists. The videos show the artists at work as well as their explanations about their creative process and why they work the way they do.

LANGUAGES:

FRENCH I – Jen Schongalla

In this class we will work on developing skills in reading, writing, listening and speaking. Practicing each skill is critical. Students will internalize what they learn through daily practice. This means using one or more of the skills every day, in class and at home. We will use the text *Bienvenue* (Glencoe), which provides good structure and a variety of exercises. Additional materials include music, films, stories and recipes.

Topics covered include basic greetings and introductions, friends, school, after school activities, family and home, café and restaurant, shopping, airline travel, train travel, sports, cars and traffic, and health and medicine. Grammar is covered logically. Students learn sentence structure, articles, nouns, adjectives, agreement, and regular and irregular verbs in the present tense and passé compose.

Homework: Students should expect homework daily. This may mean written work in the workbook, oral practice, and occasional short compositions. Just as the students wouldn't dream of becoming a skilled musician or athlete without daily practice, they should not expect to be able to speak French by simply showing up to class.

Quizzes and Tests: We will have quizzes frequently, as they are a good, quick way to check progress. Quizzes may be written, listening, oral or reading (usually short answer/multiple choice to test comprehension). Quizzes are generally worth 15-30 points, while tests are more comprehensive, usually worth at least two quizzes...60-100 points or more. Cumulative exams are given at the end of the first semester (January) and the end of the year (June).

Grades: Grades are based on proficiency in the four skills. Everything is taken into account, even activities with no formal "point value." It is important that students understand that a language is alive and not just "the right answers in the textbook." Therefore, they must be willing to use the language whenever they can, and to stretch themselves in order to improve their skills.

FRENCH II – Karen Ulmer Dorsch

During the academic year, French II students continue to develop their French persona and family and learn about their region. They accomplish this through daily discussions and weekly compositions that focus on these topics. The new vocabulary and syntax they are presented in the text: **BIENVENUE** [textbook, tapes, and workbook] enable them to express themselves well in writing and speaking. Students will engage in speaking, listening, reading, and writing activities which center around topics such as family, travel, summer sports and activities, shopping, personal hygiene routines, and French holidays and customs. Supplementing these basic texts are varied visuals, cassettes, works of art and music, and games that are used to motivate students to learn as much as they can about the French people and culture

Students have weekly assignments that state what they are to know and do by the end of the week. They are encouraged during the first three marking periods to redo any work for which they have received an unsatisfactory grade. They are not allowed to redo unsatisfactory work during the final marking period because by that time, they should have learned what effort they need to expend to make the grade they desire when presented the task the first time. Students who meet the requirements set forth weekly, as new learning will be able to speak about present, past, and future experiences and events.

Grades are based on how well each student uses all four language skills to complete tasks assigned and to what extent he/she is able to complete any given task. To be successful in performing these tasks, students know that factors such as their readiness to participate daily in class, the quality of their participation, their performance on tests and quizzes given, and the thoroughness with which they prepare daily to meet the class' requirements figure into the overall grade that they earn.

Parents are encouraged to contact me if they have questions or concerns that have not been answered here.

FRENCH III – Karen Ulmer Dorsch

Students continue to build and develop their language skills that they have learned during their first two years of French study and to develop their French persona. The textbook and workbook, **ABORD**, is the primary guide for this level since it contains the rest of the core skills students need to pursue advanced study in French language, literature, and civilization. In addition to these texts, visuals, travel books, the Internet, music, food preparation, games, role-playing, film, and art are used to enhance student awareness and knowledge of the French people and the Francophone nations.

Students engage in oral, listening, reading, and written performances in this class and are encouraged to develop an awareness of and a tolerance for how people of French cultures, think, feel, and act. One of the primary purposes of this course is to help students acquire an awareness of and a respect and tolerance for others whom we see as different from us while at the same time we learn of the many similarities we have in common as human beings.

Students have weekly assignments that state what they are to know and do by the end of the week. They are encouraged during the first three marking periods to redo any work for which they have received an unsatisfactory grade. They are not allowed to redo unsatisfactory work during the final marking period because by that time, they should have learned what effort they need to expend to make the grade they desire when presented the task the first time. Students who meet the requirements set forth weekly, as new learning will be able to speak about present, past, and future experiences and events.

Grades are based on how well each student uses all four language skills to complete tasks assigned and to what extent he/she is able to complete any given task. To be successful in performing these tasks, students know that factors such as their readiness to participate daily in class, the quality of their participation, their performance on tests and quizzes given, and the thoroughness with which they prepare daily to meet the class requirements figure into the overall grade that they earn.

Parents are encouraged to contact me if they have questions or concerns that have not been answered here.

How I will assess your progress:

- ❑ You will perform tasks in all four skills on a regular basis. These performances will be graded. To prepare for these performances, we will do practices of exercises during class that provide the vocabulary and know-how you'll need in order to successfully do the tasks. During the first three marking periods of the year, you may redo any task within a week of the initial performance. You will receive an upgrade as long as you submit both the original with my comments and your revised work. During the final marking period, you will not be allowed to redo any performances because by that time, you should have learned what work is required to do any task successfully.
- ❑ There may be a mid-term exam and there will definitely be a final exam.
- ❑ **Final written compositions must be typed in 12 point and double-spaced.**
- ❑ **All homework assigned is due at the beginning of class.** I expect that you will remember this and be prepared.
- ❑ You will perform listening, speaking, reading, writing, and grammatical and vocabulary tasks on a regular basis. Assessment of your progress will be ongoing. Keep in mind that your goal in this course is to learn a second language; therefore, daily performance in that language is necessary in order for you to reach your goal, and these performances are all important. I will keep you informed as to the weight of each performance as it relates to your overall quarter grade. For example, an original composition will count more than a fill-in-the-blanks or short-answer composition; a pop quiz may count less than a scheduled vocabulary exam, or a daily speaking exercise may count less than an oral report. However, you need to keep in mind that all your performances in the second language you are learning are important and require of you your best skills. Therefore, your daily presence in class is of paramount importance.

Classroom Do's and Don'ts:

1. Do be in class daily and be on time.
2. Do arrive in proper classroom dress.
3. Do be polite. Do listen to others and do not talk while they are talking.
4. **Do come with pen or pencil, notebook and paper, textbook and workbook, and completed homework.**
5. Do complete all homework by its due date. This allows you to be prepared for the day's lesson.
6. Do be actively and meaningfully engaged in class discussions in the appropriate language. That is, if French is being spoken, speak in French.
7. Do ask questions when you do not understand.
8. Do not leave the room without fully understanding your assignment for the night.
9. Do be respectful of other peoples' property, and leave the room neat and tidy.
10. Do stay alert and awake in class, please; second language learning requires your total concentration.

If you do all of the above, there is no reason why you shouldn't have an enjoyable and successful year in this class. I am again looking forward to learning with and from you.

FRENCH V - Karen Ulmer Dorsch

French 5 students work with me to create a syllabus for this course that meets their particular needs and interests. We continue to work on ameliorating skills in listening, reading, speaking, and writing the language, but our focus is on reading and speaking. Discussions is in French and based on the reading selections we make, the films and websites we view, the music, art, and poetry we study, the foods we prepare, and any other experience we may engage in during the school year.

Short and long works of authors such as Saint-Exupéry, Fournier, Prévert, Camus, Merimée, Daudet, Duras, etc., film, newspaper and magazine articles, and works of famous French artists will serve as texts. These will be supplemented by a superb grammar text: *Troisième Livre [Amsco] second edition, 1980*. Students this year also chose to work on SAT preparation for the listening and comprehension test in French. They will also read a novel written in 2008 by a personal French author/friend of mine who had agreed to communicate with my students about her work.

Oral, listening, reading, and written performances in this class is assessed on an ongoing basis. How well students function in the language and to what extent they demonstrate an awareness of and a tolerance for how people of French cultures think, feel, and act will serve as a basis of this assessment. One of the primary purposes of this course is to help students develop an awareness of and a respect and tolerance for others whom they see as different from their unique self while at the same time they learn of the many similarities human beings have in common.

There will be formal assessments [quizzes, written compositions, and major tests] given when necessary over the four skills and the themes studied. Written work will take the form of reaction papers and creative stories or poems in French. Students may choose to do an interdisciplinary project as their final exhibition of mastery that combines their unique talents and language skills in lieu of a traditional final exam.

At this level of study, students are not allowed to redo assignments; however, they may submit extra work to compensate for any graded task they did that received a grade that did not meet the standard of expertise they want to maintain.

SPANISH I - Debbie Asbeck

The focus of this course is USAGE. The students are encouraged to think of the language in terms of how and when certain expressions and sentence structures get used in conversation. Vocabulary and grammar concepts are presented through, and then reinforced by, many exercises, both written and oral. The McGraw-Hill text *Español: A Descubrirlo* is used. Materials covered are as follows:

nouns: articles, agreements

adjectives: agreements, plurals, nationalities, possessives, demonstratives

pronouns: subject, direct and indirect object, reflexive

verbs: present and preterite (ar, -er, -ir), stem changers (dar, decir, estar, hacer, ir, oir, poder, poner, querer, saber, salir, ser, tener, traer, venir, ver), reflexive verbs, prepositions, question words, comparatives and superlatives, negatives, contractions, "a" personal, numbers

expressions of time, weather, health

geography of Spanish speaking areas, countries, and capitals

Grades will be based on daily homework, tests and quizzes (written and oral), and class participation.

SPANISH II – Jen Schongalla

In this class we will work on developing skills in reading, writing, listening and speaking. Practicing each skill is critical. Students will internalize what they learn through daily practice. This means using one or more of the skills every day in class and at home. We will use the text *A Bordo* (Glencoe), which provides good structure and a variety of exercises. Additional materials include music, films, stories and online resources.

Topics covered include basic greetings and introductions, friends, school, after school activities, family and home, sports, travel, cars and traffic, phone calls, post office, shopping, cooking, hairstyles, manners, nature and camping. Much of our grammar focus will be verbs in many tenses...present, preterit, imperfect, future, conditional, present perfect.

Homework: Students should expect homework daily. This may mean written work in the workbook, oral practice, and occasional short compositions. Just as the students wouldn't dream of becoming a skilled musician or athlete without daily practice, they should not expect to be able to speak Spanish by simply showing up to class.

Quizzes and Tests: We will have quizzes frequently, as they are good, quick ways to check progress. Quizzes may be written, listening, oral, or reading. Quizzes are generally worth 15-30 points, while tests are more comprehensive, usually worth at least two quizzes, 60-100 points or more. Cumulative exams are given at the end of the semester (January) and the end of the year (June)

Grades: Grades are based on proficiency in the four skills. Everything is taken into account, even activities with no formal “point value.” It is important that students understand that a language is alive and not just “the right answers in the textbook.” Therefore, they must be willing to use the language whenever they can and to stretch themselves in order to improve their skills.

SPANISH III – Debbie Asbeck

This class focuses on consolidating prior knowledge of Spanish (i.e. what was covered in Spanish I and Spanish II), as well as learning “exceptions to the rule” in grammar and new vocabulary. Using the language will be a priority.

Some review will take place at the beginning of the year. We will read *La Gitanilla* by Cervantes, review old vocabulary and expand this base, review grammar concepts (present and preterite verbs in particular), and work on certain idiomatic expressions (by way of memorizing sentences).

Grammar topics to be covered throughout the year are:

1. Verbs: all tenses (including much work with the subjunctive).
2. Nouns, articles, adjectives, adverbs, pronouns, negatives, and interrogatives.

We will use Schaum’s *Grammar Outline* for the grammatical component of the class.

Students will be expected to read (and understand) many short stories, mostly of the fairytale genre, and a short novel, *La Gitanilla*.

Quizzes are frequent. Tests will happen every two weeks (or so); there will be an exam at the end of each semester.

Students will do a fair amount of written work—compositions, mini-compositions, group compositions, mini-dialogues—and one major paper (yes, in Spanish!).

Class participation will count for 10 % of the grade.

SPANISH IV – Jen Schongalla

Reading, writing, listening and speaking skills will develop through our study of Latin American history. Students will read excerpts from chronicles and literature in order to understand the power dynamics and patterns of development in the Americas. We will examine events, people and cultures in order to gain both local and global perspectives. What is our relation as individuals and as US citizens to our fellow Americans, all those with whom we share the western hemisphere? Does everyone really have a voice? Whose voices are not being heard? How far on target are we in meeting the Millenium Development Goals? Students will discuss, question, debate, recite, present and role-play in order to develop their speaking skills. Music, film, visual arts, media and guest speakers will be among the resources we consult in our investigation.

This class will be conducted in Spanish. Students will have daily reading / writing assignments in their response journals. They will also participate in discussions and drills in class in order to improve their speaking, weekly oral presentations and occasional longer projects. Quizzes and tests (oral and written, announced and unannounced), timed writing exercises, revised writing and projects will all be evaluated. The student’s grade reflects his/her proficiency in all four skills. Points are assigned to each component, and the grade is determined by dividing the total points possible by the number of points the student earns.

SPANISH V – Debbie Asbeck

This class is open to students in their 5th year of study in Spanish. It is a general review of the grammar of the language. We are also reading a short novel, using it as a basis for discussion, vocabulary, and grammar review. The students are expected to know verb forms backwards and forwards, to complete a large number of exercises, to speak in Spanish in class, and to write a number of compositions.

After students take the SAT II in Spanish, we will spend most of the time with literature.

HEALTH:**HEALTH EDUCATION 9-12 - Priscilla Fay**

Each course is designed to incorporate all health education goals presented by the National Health Education Standards. Philosophically, the standards form an umbrella that both provides a foundation and guides and protects each individual in their life experience. The areas included under this umbrella are: Mental and Emotional Health, Family Living, Growth and Development, Nutrition, Personal Health, Alcohol and other Drugs, Communicable and Chronic Diseases, Injury Prevention and Safety, Consumer and Community Health and Environmental Health.

The high school students will participate in a four-year curriculum carefully designed to address age-appropriate realms of physical, emotional, and mental health. Each six-week course is planned in small units that are incorporated into two three-week blocks. The students will work towards achieving a solid foundation that supports healthy choices and healthy living.

As freshman students will begin to master information. By senior year the students will have developed skills to help facilitate health in both their personal lives and their community. They will have practiced using their knowledge to lead others in choosing a balanced, healthy lifestyle. Each topic will be explored on the basis of developing enthusiasm about health and wellness and forming essential life skills.

Teaching style will include cooperative learning, discussion, personal reflection, literature, research, videos, and completion of projects. The environment will encourage open discussion, yet respect individual comfort levels, privacy, and diversity. Field trips will be arranged and professional speakers will visit whenever possible to enrich material. Quizzes or tests may be administered with the intent of insuring an appropriate level of knowledge. Students will be graded on a pass/fail basis, with 80% as a passing percentage. Passing this course each year is a requirement.

NOTE: During the spring term, the high school will all participate in a Health Education Day. This day comes in place of the three week block of classes. This experience diversifies health education, offering both the opportunity to learn from professionals in the field of health and wellness and to share in this with all the teachers and staff in their community.

Classroom Expectations: As members of the class, students must respect, support, and tolerate individuality. Health education can be a sensitive topic and everyone needs to proceed with compassion for others and an open mind. Everyone should be prepared to participate within their level of comfort and work with others on group projects. Students should arrive to class on time and be prepared with all course books, pen, assignments completed, and minds rested, fed, and alert. Food, beverages, and candy are not permitted in the classroom except on special occasions.

Extra Credit: Students are welcome to pursue their own areas of interest.

***All materials are available for parents to view by appointment. ***