



FORMAN
SCHOOL

2023 - 2024
CURRICULUM GUIDE



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INTRODUCTION

In the Forman trimester system, students will focus on in-depth learning experiences. Classes will meet every-other-day for an extended instructional block over the course of each trimester. Courses in the trimester schedule emphasize the depth of understanding rather than mere coverage of content. This emphasis lends itself to the development of the essential skills of a discipline. It also supports the development of the reading and writing expectations that students will face in college. Over the course of a year, students will typically take three trimester-long courses per discipline. For example, students are expected to take three trimesters of English classes over the course of the year to earn three credits in English. Subjects that call for sequential, cumulative learning, such as mathematics or world languages, are taught in blocks that span consecutive trimesters.

Course Drops and Changes

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

Course Credits

The course credit distribution for 2023-24 in our trimester schedule is that a one-trimester course meets every-other-day and is worth 1 credit; three-trimester courses are worth 3 credits. Course credits are earned upon completion of each trimester; if a student does not fully complete a trimester, no partial credit is earned for that trimester.

Cambridge Assessment International Education Courses

Cambridge Assessment International Education Advanced Subsidiary classes are offered to Juniors, Seniors, and PG students at the Honors level. Cambridge Assessment International Education classes develop a learner's knowledge, understanding, and skills. Classwork is designed to build a student's understanding of the concepts and ideas in each area. This is achieved through practical work, problem-solving, and other activities. Written homework is set regularly to aid understanding. Exams for credit within the Cambridge system are held in May or June. Students' psychological-educational evaluation testing must not be more than three years old (to the date of the exam in May/June) in order to qualify for exam accommodations. Cambridge Assessment International Education makes their own determination with regard to exam accommodations. If an exam for a particular course is held in June, parents must make their own arrangements to get their student to and from School at their own expense.

Course Distribution and Requirements

Forman expects all students to maintain a rigorous and balanced schedule. To earn a Forman School diploma, students must successfully meet certain credit requirements. Each year, as part of their course of study, students participate in a Winterim. During this two-week period, students take one course and focus on this subject in depth. Academic credit is provided for these courses and students choose from a wide array of offerings including travel and culture, mini-courses, health and wellness, and the arts. Students may not enroll in the same Winterim course twice during their time at Forman School.

TYPICAL COURSE LOAD FOR EACH YEAR

Ninth Grade Course Expectations:

3 Credits of English
3 Credits of Cognition & Learning
3 Credits of Mathematics
3 Credits of Global Studies
3 Credits of Integrated Science (Lab-Based)
3 Credits of Thinking and Writing
3 Credits of a World Language or an Elective
1 Credit of Art
1 Credit of Health, Wellness & Leadership
1.5 Credit Winterim
15 Hours of Community Service

INTRODUCTION

Tenth Grade Course Expectations:

3 Credits of English
3 Credits of Cognition & Learning
3 Credits of Mathematics
3 Credits of U.S. History
3 Credits of Biology
3 Credits of Thinking and Writing (by Recommendation)
3 Credits of a World Language or an Elective
1 Credit of Art
1 Credit of Health, Wellness & Leadership
1.5 Credit Winterim
15 Hours of Community Service

Eleventh Grade Course Expectations:

3 Credits of English
2 Credits of Post-Secondary Planning I
3 Credits of Mathematics
3 Credits of History
3 Credits of Science
3 Credits of Thinking and Writing (by Recommendation)
3 Credits of World Language or an Elective
1 Credit of Art
1 Credit of Health, Wellness & Leadership
1.5 Credit Winterim
15 Hours of Community Service

Twelfth Grade Course Expectations:

3 Credit of English
1 Credit of Post-Secondary Planning II
3 Credits of Mathematics
3 Credits of History
3 Credits of Science
3 Credits of Thinking and Writing (by Recommendation)
3 Credits of a World Language or an Elective
1 Credit of Art
1 Credit of Health, Wellness & Leadership
1 Credit of Electives
1.5 Credit Winterim
15 Hours of Community Service

PG Year Course Requirements:

3 Credits of English
3 Credits of Thinking and Writing
1 Credit of Post-Secondary Planning
1 Credit of Health, Wellness & Leadership
1.5 Credit Winterim

GRADUATION REQUIREMENTS

Students in all grades take a minimum of 21 credits each year. Students must earn 3 credits in English each year in attendance, even if repeating a grade in which English has previously been taken. Students must attend classes full-time at Forman during their senior year in order to graduate and earn a Forman School diploma.

Credit Requirements For Graduation:

- 12 Credits of English
- 9 Credits of Mathematics
- 9 Credits of History, including 3 Credits of U.S. History
- 9 Credits of Science, including 6 Credits of Lab Sciences; 3 Credits of Biology required
- 3 Credits of Thinking and Writing
- 3 Credits of Cognition & Learning
- 3 Credits of Post-Secondary Planning
- 6 Credits of Art
- 6 Credits of a World Language are Strongly Recommended
- 1 Credit of Health, Wellness & Leadership, per year
- 1.5 Credit of Winterim, per year
- 15 Hours of Community Service, per year

Senior Year Failures

Seniors who fail a required course for the year will not receive a Forman School diploma until that course has been made up in an approved summer school, including Winterim courses.

THINKING & WRITING

All new 9th, 10th, and 11th grade students will take a two-trimester grade level Thinking & Writing course equivalent to 2 credits, and a one-trimester Writing elective, equivalent to 1 credit, for a total of 3 credits of writing courses as a graduation requirement. Returning students are welcome to take elective courses.

REQUIRED COURSES FOR NEW 9TH, 10TH, 11TH GRADE STUDENTS

Thinking and Writing 9

2 Trimesters, Credit: 2

This two-trimester foundational course to academic writing aims to introduce freshmen to the principles and strategies of effective written expression in academic contexts, with a focus on paragraph development and essay structure. Interactive instruction guides students through the writing process, which requires critical thinking and decision-making in the use of evidence, in-text citations, and effective writing modes. Through differentiated teaching and assistive technology, students build a strong grammar foundation, learn strategies to compose structured multi-paragraph essays to support thesis statements for varied purposes and utilize technology to plan, draft, revise, edit, and share texts, while accurately documenting and citing in MLA formatting. Guided by assessment rubrics aligned with national standards, a student's writing samples, including drafts and revisions, are compiled in a portfolio for the purpose of tracking progress and practicing reflective learning throughout the year.

Thinking and Writing 10

2 Trimesters, Credit: 2

This two-trimester intensive academic writing course, required for new sophomores, aims to reinforce effective writing habits and fundamental composition skills for academic purposes, with the focus on exploring literate practices across a range of academic domains and developing research writing skills that involve finding, evaluating, and referring to relevant information. The course places equal emphasis on macro-level composition skills, such as paragraph development, essay structure, coherence, and style, as well as micro-level skills, such as sentence structure, grammar, vocabulary, spelling, and formatting. Through differentiated instruction, students receive feedback on writing, learn strategies for approaching common writing modes, engage in critical inquiry of non-fiction analysis, follow the standard writing process, and observe language conventions and MLA formatting. Guided by assessment rubrics aligned with national standards, a student's writing samples, including drafts and revisions, are compiled in a portfolio for the purpose of tracking progress and practicing reflective learning throughout the year.

Thinking and Writing 11

2 Trimesters, Credit: 2

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

THINKING & WRITING

ELECTIVE COURSES

Research Writing

1 Trimester, Credit: 1

Research Writing is a Trimester elective for PG students and students who already completed the foundational Thinking & Writing course; it aims to provide detailed instructions on managing the steps of expository and persuasive writing tasks. Through feedback-based individual coaching, students are guided to apply the writing strategies taught in a Thinking and Writing class to resolve individual issues in the standard writing process, exercise independence, and foster confidence in managing writing tasks. The process encompasses selecting an appropriate topic, planning a detailed outline, finding source material, synthesizing information through organized notes, maintaining appropriate academic tone and language, and documenting sources. Through differentiated instruction and guided individual practice, students learn to apply helpful tips for evidence-based writing to demonstrate proficiency outlined in assessment rubrics aligned with national standards. Through differentiated instruction and guided individual practice, students learn to apply helpful tips for evidence-based writing to demonstrate proficiency outlined in assessment rubrics aligned with national standards.

Applied Writing

1 Trimester, Credit: 1

Applied Writing is a Trimester elective for juniors, seniors, and PG students; it aims to provide scaffolded cross-curriculum writing support for academic subjects as well as to meet student-centered writing needs in the areas of note-taking, applications, personal statements, supplemental writing, and formal correspondence, with special emphasis on clarity, word precision, sentence concision, transition, and audience. Through differentiated and feedback-based instruction, students pursue individual tracks of tasks that serve as learning vehicles for applying foundational writing strategies, solidifying essential language skills, and expanding discipline-specific vocabulary, with the overarching objectives to address individual challenges in the standard writing process, building independence in task management, and foster confidence in written expression.

Thinking Visibly & Writing Visually

1 Trimester, Credit: 1

Thinking Visibly & Writing Visually is a Trimester elective offered to students who already completed the foundational Thinking & Writing course; its design is based on the reflective teaching practice from Project Zero Visible Thinking developed by Harvard University as well as on the premise that the flow of a writer's word is as much a product of visualization as of abstract thought. The course aims to cultivate students' thinking dispositions and build students' linguistic neuroplasticity by letting the visual brain supercharge the verbal brain. With guided practice to reinforce the foundational writing strategies and the standard writing process, students explore the core Visible Thinking routines that help develop key skills of observation, interpretation, and questioning through engagement with art, images, and objects. By tapping into the power of verbalization and visualization, students can expand their habits of mind, energize their writer-self, and empower themselves in their quest for meaningful self-expression.

Empowerment Through Editing

1 Trimester, Credit: 1

Empowerment Through Editing is an elective offered in the third Trimester for students who already took the foundational Thinking & Writing course and who wish to focus on writing effectively with greater sentence complexity and editing competencies. Through guided and self-paced practice on advanced grammar and sentence specialization, students learn how to identify adverb, adjective, and noun clauses, how to avoid making common mistakes associated with each type, and how to use the three types of complex sentences to express ideas in more polished ways. In addition, students develop stronger skills in varying transitional devices to create a structural flow more conducive to human communication while utilizing assistive technology. By developing the habit of logical thought organization and cultivating the sensitivity of sophisticated linguistic choices, students build their confidence in the overall quality of their written products as well as the power of their own voices.

COGNITION & LEARNING

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

Reading Principles

3 Trimesters, Credit: 3, Pass/Fail

Reading Principles is designed to help students develop basic reading and word attack skills using an individualized, multi-sensory, phonetic, and sequential approach. Coursework in Reading Principles includes phonemic awareness, decoding, vocabulary and morphology, grammar and usage, comprehension, and spelling. The course is taught in a small-group setting with a reading specialist. Students working on decoding and phonemic awareness skills have direct instruction available to them based on the principles of a variety of evidence-based structured literacy programs (e.g., Orton-Gillingham approach, Wilson Reading System, and Lindamood-Bell) and other multisensory strategies. Additionally, students will delve into assistive technology options and resources throughout their time in this course.

Reading Skills and Development

3 Trimesters, Credit: 3, Pass/Fail

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

As the course progresses, greater emphasis is placed on reading a variety of different types of literary genres in order to increase one's understanding of a text. To put learned skills and strategies into practice, students will explore character development in a literary context by reading multiple level-appropriate pieces of literature, including short stories, nonfiction, media, and novels. Additionally, students will also engage in annotations and in-class discussions to help monitor their comprehension. One of the primary goals for students in this course is to increase their reading proficiency by using a specific set of thinking skills to build a deep understanding of the texts that they read. They will apply those skills in the pre-reading, reading, and post-reading phases.

Reading Fluency

3 Trimesters, Credit: 3, Pass/Fail

Reading Fluency is often defined solely as reading accurately with speed and proper expression, emphasis, phrasing, and intonation. In many ways, fluency can be viewed as the bridge between word recognition and reading comprehension; it is the gateway to comprehension. Fluency is critical to a student's ability to comprehend text and feel confident reading aloud. Reading a text with disfluency, making word recognition errors, and reading without prosody and expression all negatively hamper one's ability to comprehend text. Students will improve their fluency by learning how to read with accuracy, automaticity, and expression in this course. Students in this course have a foundation in phonemic awareness and segmentation and are in the process of strengthening their ability to consistently decode text; however, their reading speed and accuracy is a significant area of challenge.

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As a result of investing much time and cognitive energy to consciously decode the words they encounter when reading, one's ability to focus on the more important task of comprehending the text is hampered. Ultimately, the overarching goal of this course is centered upon students working to improve their ability to read text accurately at an appropriate rate. Learning to recognize (decode) words in a passage automatically (effortlessly) as well as accurately and to express or interpret those words in a meaningful manner when reading orally is an additional underlying goal of this course. These skills will be reinforced by reading different literary genres both in and out of class. Additionally, students will engage in repeated readings of text through performance activities as well as wide-reading of independent-level material and guided reading of instructional-level material.

Reading with a Critical Eye

3 Trimesters, Credit: 3, Pass/Fail

This course is designed to assist students as they further develop reading comprehension and analysis of a wide variety of textual materials while taking advanced academic coursework. In this course, students will delve into critical reading in a scholarly context and manner. Specific focus will be placed on identifying a text or author's viewpoints, arguments, evidence, potential biases, and conclusions. Students gain skills and strategies centered on evaluating the credibility and validity of literature by evaluating and weighing scholarly articles and periodicals from the social sciences. Ultimately, the goal is to have students evaluate text for more than simply what it says, but rather how and why it says it. The underlying skills and strategies that permeate throughout the course include morpheme analysis, semantic mapping, utilization and implementation of active reading strategies, and vocabulary development. Lastly, the skills and strategies presented in this course are meant to encourage deeper and in-depth reflective writing about specific texts and literary pieces.

Executive Function Learning Lab

3 Trimesters, Credit: 3, Pass/Fail

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

Executive function is an overarching trimester for the goal-directed processes that are essential for success in an academic setting. The executive function processes that the course focuses on include direct instruction of planning and prioritization of assignments, organizing of materials and ideas, time management, thinking flexibly, task initiation and completion, and self-advocacy and self-monitoring strategies. The underlying goal of this course is for students to develop self-understanding and awareness to know which strategies work best for them as well as why, where, when, and how to use and apply these strategies in their academic work as well as student life areas. The course is designed on the foundation of providing students with the tools necessary for getting to truly know themselves as learners and feel empowered to navigate their own learning as a result. Students will understand that learning simply does not "happen," but is rather an "active" process. Additionally, understanding and reflecting on the ideas of learning independence, dependence, and interdependence and how they fit into the academic realm of Forman will be discussed.

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Brain Matters: The Teenage Brain and Executive Functions

3 Trimesters, Credit: 3, Pass/Fail

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

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

By the end of the course, students will have the tools to advocate for themselves academically and socially. The goal is that students leave this course with an in-depth understanding of both themselves and their learning profiles. To that extent, the final stages of this course ask students to focus on a specific research topic over a multi-week period. Ultimately, the research that the students conduct will be framed around the creation of a culminating project that responds to an essential question or theme related to their specific topic. Using a digital delivery platform, diverse technology tools, and guided portfolio assessments students will be asked to create a formal presentation to peers and other faculty members. The metacognitive process will be integrated into a design thinking framework from start to finish. Students ask questions, choose research strategies, and actively monitor their progress by engaging in self-reflection. By working on a multi-week project students learn how to manage their time effectively, prioritize tasks, break down large tasks into manageable parts, and organize their thoughts and ideas. At the conclusion of the course, students will engage in a self-evaluative process whereby they are asked to be introspective and analytical about their work throughout the course. Students will leave with the ability to determine which skills and strategies work best for them and transfer these skills and strategies to their content classes.

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

Executive Function Coaching

3 Trimesters, Credit: 0 (*this is a non-credit bearing class*)

Executive Function Coaching is an action-oriented partnership between the student and coach that serves as a collaborative learning "lab" and a catalyst for sustained cognitive changes and performance enhancement. The student develops an understanding of self, personal strengths, and EF difficulties. Coach and student work together setting short and long-trimester goals, creating action steps, anticipating roadblocks, and designing approaches to manage performance-related challenges using the student's current course work. Coaching provides a non-judgemental space for students to explore EF challenges and learn skills to better navigate areas that have long since been challenging such as getting started and finishing tasks, breaking down a long trimester project, how best to retain information, regulating emotions, planning, and prioritizing. Coaching provides structure and support as students

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gain a deeper understanding of themselves and develop personalized approaches. A critical component of coaching is accountability, a measuring tool for action, and support as a student moves forward with a plan outside of the session. Students who are willing to fully engage in coaching experience greater autonomy and increased self-determination.

POST-SECONDARY PLANNING

COLLEGE COUNSELING DEPARTMENT

All students in grades 11 and 12 take the Post-Secondary Planning courses, which are designed to support all facets of decision-making and preparation for students' post-secondary future. These courses are graded on a Pass/Fail basis. Juniors take a two-trimester course in the winter and spring trimesters. Seniors take a one-trimester course in the fall trimester.

Post-Secondary Planning I - Grade 11

2 Trimesters, Credit: 2, Pass/Fail

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

Post-Secondary Planning II - Grade 12

1 Trimester, Credit: 1, Pass/Fail

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

ENGLISH

FRESHMAN ENGLISH COURSES

English 9

Also Offered at the Honors Level

3 Trimesters, Credit: 3

English 9 begins with an assumption: we live in language. We will be paying close attention to words and ideas as we learn together. Direct focus on essential reading and writing skills will brush up on previous knowledge and prepare students for the next level of work at Forman. With the idea of building empathy and cohesiveness, students will embark on a network of specific learning experiences that will provide a robust foundation for pondering complex cultural questions, becoming self-aware as a student and a language user, and for engaging with rich, topical texts that offer an array of perspectives, worldviews, and wisdom. Along the way we will learn new vocabulary words and literary terms by using a highly-effective technique, and students will complete major and minor work in an expansive variety of forms.

SOPHOMORE ENGLISH COURSES

Art and Literature

1 Trimester, Credit: 1

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

The Art of Conversation

1 Trimester, Credit: 1 in English or Art

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

Young Writer's Workshop

1 Trimester, Credit: 1

This course is rooted in the idea of “organic creation” – a place where students can engage with themselves, their interests, and passions in the pursuit of creative writing. Students will be tasked with writing poetry/stories/essays on a topic of personal interest/concern. Their writing is in response to something; however, the “something” is up to them. It can be an object, idea, person, event, etc. From this, students will gain a deeper understanding of the creative process associated with writing, and will hopefully gain the confidence to express themselves in a positive and constructive manner. The scope of the project can be expanded to include public readings of their work during school assemblies, open mic performances, and cultural celebrations, as well as submissions to the Forman Literary Arts Journal and the creation of a class anthology of all works submitted.

Analysis of Musical Theatre

1 Trimester, Credit: 1

In Analysis of Musical Theatre, you will work to answer the question “Why is musical theatre an effective vehicle for storytelling?” by learning the basics of musical theatre, and analyzing scripts, music, and production elements. You will get a taste of many musical theatre legends, such as Rogers & Hammerstein, Stephen Sondheim, Alan Menken, Jonathan Larson, and Lin Manuel Miranda. While this is not a performance class, there may be script readings in class to experience theatre as it should be: live!

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Memoirs and the Story of You

1 Trimester, Credit: 1

In this course, students will read snippets and full texts of famous contemporary memoirs. Students will be tasked with answering the following questions: What is a memoir? How do authors tell their stories? How do they choose specific parts of their lives to write about? We will take a look at memoirs from a multimedia lens, utilizing texts as well as podcasts, documentaries, and other sources of media. Some possible selections may include *Fun Home* by Alison Bechdel, *I'm Glad My Mom Died* by Jennette McCurdy, *Solito* by Javier Zamora, and many more.

Concept Albums

1 Trimester, Credit: 1

Do you like albums that tell a story beyond a single song? Maybe you are a fan of Green Day's "American Idiot" or Beyonce's "Lemonade." In this course we will listen to and examine famous concept albums, including the ones previously mentioned, to consider why music is one of the most accessible and effective ways to tell a story. Students will investigate how songwriters use traditional poetry techniques, even in 21st-century songs, to enhance their storytelling. We will also discuss how different elements of the music, maybe the swell right before the chorus or a recurring set of notes, enhances the storytelling as well. In the final project, you will select a concept album and design a project that will allow you to best demonstrate your understanding of why concept albums are more than just a collection of songs.

Journalism

1 Trimester, Credit: 1

This course will introduce students to journalism and some of its major important concepts. Our work will focus mostly on the practice of journalism, while occasionally dipping into historical, theoretical, and conceptual areas of interest. Students will write one article a week, every week. We begin each Monday with a new assignment and time to brainstorm and streamline prose. Work progresses in stages until final submission each Friday. Each article students write will have an investigative component, thus including some kind of primary source, whether it's a media resource, historical background, field shots, or an interview. Topics, content, and areas of focus will shift week to week. Thus, by the end of the term, students will have produced several original pieces of writing about a wide variety of topics in several different formats and structures.

Screenwriting

1 Trimester, Credit: 1 in Art or English

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

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

Whose Dream Is It? Honors

Honors Level Course

3 Trimesters, Credit: 3

This course will challenge you to think critically about the "American Dream" through a variety of texts and media. Using texts spanning from the colonization of the US to the present, you will try to answer the following questions: what is the American dream?; whose dream is it?; to what extent will people go in order to preserve the American Dream?; what/who poses the biggest threat to the American Dream? You will be immersed in literature from periods of suspicion, unrest, immigration, and mourning in the

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US, as well as vain and utopian visions of what the US is and should be. Possible texts include *The Great Gatsby*, *The Crucible*, *The Best We Could Do*, *A Raisin In The Sun*, *Clybourne Park*; excerpts from *Drown* and *The House on Mango Street*; poems by Langston Hughes, and more.

UPPERCLASSMEN ENGLISH COURSES (11TH, 12TH, PG)

Junior Honors Seminar

Honors Level Course, by Recommendation Only

3 Trimesters, Credit: 3

An in-depth study of a genre/topic with intense rigor and a focus on in-class discussion and analytic writing – similar to Cambridge Assessment International English without the exam. Students will strengthen their critical thinking skills as well as their writing skills and will participate in regular in-class discussions and projects. The topic for the 2023-2024 Junior Seminar is Post-Apocalyptic Literature. Throughout the course, students will read fictional (short stories, novels) and nonfiction (essays, articles) works about surviving in a world after a cataclysm. Students will be asked to apply real-world “out of the box” thinking to various situations. Texts to be considered include *The Dog Star* by Peter Heller, *Wastelands* ed. by John Joseph Adams, *The Road* by Cormac McCarthy, *Station Eleven* by Emily St. John Mandel, *A Gift Upon The Shore* by M.K. Wren, and *The End We Start From* by Megan Hunter.

Senior Honors Seminar

Honors Level Course, by Recommendation Only

3 Trimesters, Credit: 3

An in-depth study of a genre/topic with intense rigor and a focus on in-class discussion and analytic writing – similar to Cambridge Assessment International English without the exam. Students will strengthen their critical thinking skills as well as their writing skills and will participate in regular in-class discussions and projects. The topic for the 2023-2024 Senior Seminar is Supernatural Horror in Literature. Throughout the course, students will read fictional (short stories, novels) and nonfiction (essays, articles) works about what causes fear and terror in readers. Authors such as Stephen King, H.P. Lovecraft, Robert Bloch, Joyce Carol Oates, and more are likely to be included.

Literature and Film: Shakespeare's *The Henriad*

1 Trimester, Credit: 1

This class will tackle Shakespeare and the ending of the Hundred Years' War, by focusing on four of Shakespeare's history plays and the television series developed around those works. By reading the plays as well as viewing the BBC miniseries *The Hollow Crown*, students will learn about the works of Shakespeare, the way in which Shakespeare manufactured stories from British history, and analyze the filmmakers' adaptations of the plays in question. Sources will include the plays *Richard II*, *1 Henry IV*, and *Henry V*. Students will view the corresponding films, as well as a portion of *2 Henry IV*.

Dystopian Graphic Novels

1 Trimester, Credit: 1

Students will learn about the impact that social leadership has on the citizens of a community through the reading and analysis of a pair of graphic novels. Primarily a discussion-based class, students will have the opportunity to verbalize their thoughts and gain clarification through daily conversation, while also working on developing their critical thinking skills, practicing writing at a college level, and learning how to be an active collaborator in the classroom. Sources may include but are not limited to, *Snowpiercer* by Jacques Lob, *Watchmen* by Alan Moore, and *DMZ* by Brian Wood.

The Hero's Journey in Literature

1 Trimester, Credit: 1

In 1949, literary scholar and cultural anthropologist Joseph Campbell published *The Hero With a Thousand Faces*, a text that revolutionized the way scholars looked at myth and humanity. He outlined a concept called The Monomyth, which essentially stated that cultural and literary heroes followed the same “journey” in realizing their true potential. Many authors and screenwriters, intentionally or not,

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craft their stories following this same journey. This course will expose students to Joseph Campbell's Monomyth, as well as detail some of his other concepts in literature. Sources include but are not limited to *The Hero With a Thousand Faces* by Campbell, *The Hobbit* by J.R.R. Tolkien, and *The Road* by Cormac McCarthy.

The Great Outdoors: Writing About Nature

2 Trimesters, Credit: 2

The vast expanse of wild America inspired a number of writers in the 19th and 20th centuries. This course will not only explore their literary contributions, but also ask students to engage in observational writing about nature and experiencing the outdoors. Students will be looking inward to engage with their assignments. Participants in this course will also work on collaborative skills through peer feedback sessions. Authors may include Henry Thoreau, Peter Mathiessen, Wallace Stegner, Farley Mowat, Aldo Leopold, Rachel Carson, Annie Dillard, Mary Oliver, and Leslie Marmon Silko.

Women's Voices in Literature Honors

Honors Level Course

3 Trimesters, Credit: 3

In *Women's Voices in Literature*, we will study and examine literature written by women and about women. Our focus will be to understand the experiences of women through their unique literary voices, as a reflection of their history, their current place in society, and their role in imagining our future. Writers and artists to be considered include Karen Russell, Carmen Maria Machado, Jennifer Egan, Lauren Groff, Helen Oyeyemi, Kiki Smith (visual artist), Kara Walker (visual artist), Adrienne Mariee Brown, and Alison Bechdel (graphic novelist).

Literature of the Sea

1 Trimester, Credit: 1

Ahoy, mateys! Hop aboard to explore sea stories. From *SpongeBob* to Captain Ahab; from Shakespeare's *The Tempest* to Steven Spielberg's *Jaws*, this class will focus on expansive and compelling sea stories, guided by the essential question, "Why are humans so drawn to the glittery expanse of water?" Throughout this course, students will analyze human vs. nature as a recurring literary conflict and its related themes. Potential field trips include Pittsfield, Massachusetts where Melville wrote much of *Moby Dick* and Mystic Seaport to "look at the crowds of water-gazers there."

Short Story Adaptations

1 Trimester, Credit: 1

In this creative writing class, students will read short stories and respond to them. We'll start by reading and discussing stories, then we'll analyze characters, their motivations, and their importance within the stories. Students' first projects will be rewrites of the stories from minor characters' perspectives. Then, students will identify elements of the voices of selected authors and emulate these elements in original short stories of their own. Students will choose scenes from short stories and defend their contributions to the story as a whole. Then we'll identify mood, dialogue, setting, and characters. At the end of this course, students will collaborate to produce short film storyboards of selected short stories they've written and read throughout the course.

Literature and Incarceration

1 Trimester, Credit: 1

Is written expression a right or a privilege? In this course, students will be invited to consider various perspectives and voices from in and around the experience of being incarcerated. Through poems, novels, memoirs, and more, we will engage with questions about justice, freedom, and humanity. Texts will include letters from jail, documentaries about the prison industrial complex, testimonials of incarcerated individuals, and literature that touches on imprisonment.

Lyric Essay

1 Trimester, Credit: 1

Ready to think beyond the 5-paragraph academic report? This creative writing course will explore various forms of the essay as a literary form. Students in this course will be guided and encouraged to

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think outside the box of traditional essay formats to experiment with expressing nonfiction through more poetic and lyrical modes. We will use the anthology *We Might As Well Call It Lyric Essay*, edited by John D'Agata. We will also read essays by poets, poems by essayists, and much other form-bending writing that inspires us to reimagine and braid our own experiences into artful written expression.

Poetry and the Environment

1 Trimester, Credit: 1

This course focuses on “eco-poetry,” poetry that bears witness to natural beauty, the interconnectedness of humanity and the natural world, and our impact on the delicate balance of natural systems. We will explore contemporary poets, as well as poets from previous eras whose work inspired today’s movements in environmentalism and deep ecology.

Shakespeare Honors

Honors Level Course

3 Trimesters, Credit: 3

Encounter the plays of Shakespeare, one of the English language’s most inventive, influential, and exciting writers. We’ll read examples of Shakespeare’s groundbreaking work in tragedy, comedy, and plays based on historical events, using scene workshops and film viewings to help us understand why a writer from the Renaissance continues to inspire and challenge readers four hundred years later.

Renaissance Poetry

1 Trimester, Credit: 1

An introduction to the groundbreaking poetry of the English Renaissance. You might have heard of Shakespeare’s sonnets, but there’s so much more to the story. Poems about friendship, love, loss, and nature, politics, and what it’s like to be a woman in a patriarchy. Shakespeare and his lesser-known but just as amazing contemporaries wrote poems on all these topics, and their words continue to resonate today.

That’s Absurd! Comedy and the Meaning of Life

1 Trimester, Credit: 1

Can comedy be serious? According to many twentieth-century authors, yes! In this class, we’ll read drama and short stories influenced by the philosophical ideas known as absurdism and existentialism, which use literary silliness—satire, farce, slapstick, and other kinds of comedy—to explore such important issues as our meaning and purpose in life, the nature of reality, and how we should respond to suffering and injustice.

Unreal Worlds Honors

Honors Level Course

3 Trimesters, Credit: 3

In this class, students will look at stories in the related categories of surrealism, magical realism, and fabulism—not exactly sci-fi, but not fantasy either. Set in worlds almost (but not quite) exactly like ours, or worlds with strange rules of their own, these stories use their unreal settings and characters to reveal truths about real life, as we only thought we knew it. We’ll start with some classics of the genre from across the globe, then turn to contemporary American examples.

Journalism

1 Trimester, Credit: 1

This course will introduce students to journalism and some of its major important concepts. Our work will focus mostly on the practice of journalism, while occasionally dipping into historical, theoretical, and conceptual areas of interest. Students will write one article a week, every week. We begin each Monday with a new assignment and time to brainstorm and narrow it down. Work progresses in stages until final submission each Friday. Each article students write will have an investigative component, thus including some kind of primary source, whether it’s a media resource, historical background, field shots, or an interview. Topics and content and areas of focus will shift week to week. Thus, by the end of the term, students will have produced several original pieces of writing about a wide variety of topics in several different formats and structures.

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Reimagining the Wild West

1 Trimester, Credit: 1

The idea of the wild west plays a major role in the American imagination, but what was it really like? In this class, we'll read stories written from a variety of perspectives, including those of women and Native authors, to get a more complex view of the West. We'll be paying particular attention to the relationships between different cultures, and between human beings and the environment.

Screenwriting

1 Trimester, Credit: 1 in Art or English

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

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

Not All Who Wander Are Lost: Worldbuilding in Fantasy

1 Trimester, Credit: 1

Corequisite: Not All Who Wander Are Lost: New Zealand Winterim

The aim of this course is to introduce students to a critical study of fantasy literature, a sub-genre of popular culture that has been consistently on the rise. This course looks to provide students with an in-depth study of a genre of literature that captivates children and adults alike: fantasy literature. We will read and discuss a wide range of texts that will help us to understand the significance of fantasy as a unique genre that threads through children's, young adult, and adult literature. Using the study of fantasy literature as a foundation, we will navigate across cultures and eras to discover what the written word teaches us about the human condition, current community issues, and our place in the world. Always thinking at once as readers and writers, we will approach each text both as a mirror of its own time period and also as a model for literary achievement.

HISTORY & SOCIAL SCIENCES

FRESHMEN HISTORY COURSES

Global Studies

Also Offered at the Honors Level

3 Trimesters, Credit: 3

In Global Studies, students learn the foundation of historical inquiry. Students will leave the course having practiced presentation skills, research, and writing skills. In this skills-based class, students will learn how to identify and analyze evidence to answer a question. After that, they master how to organize their evidence into a strong outline and write their answer in clear, concise prose with proper citations. Along the way, they will study such topics as the founding of human societies, war, natural disasters, political systems, culture, colonization, and more! Students will leave the course ready to take on the challenges of their sophomore history course.

SOPHOMORE HISTORY COURSES

U.S. History

Also Offered at the Honors Level

3 Trimesters, Credit: 3

What debates were central to the founding of the United States? Which mythologized elements of the country's history are worthy of praise and which require reconciliation? How did the United States grow into an international superpower, and what were the costs of this process of expansion? In this course, students will examine the establishment of the United States and the contradictory foundational principles of representative government, religious freedom, and chattel slavery. They will interrogate moments of 'greatness' from the 19th and 20th centuries, and consider what effect American imperialism had on the nation's life and character, and who suffered as a result. Students will emerge from the course having honed their abilities to think critically, source and assess evidence, and support narratives based off of corroboration.

UPPERCLASSMEN HISTORY COURSES

(11TH, 12TH, PG)

AMERICAN HISTORY ELECTIVES

Civic Engagement and Citizenship

1 Trimester, Credit: 1

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

Radical Women's & Worker's Movements

Also Offered at the Honors Level

1 Trimester, Credit: 1

In Radical Women's and Worker's Movements, students will investigate groups that pushed the boundaries of feminism and worker's rights throughout history. By examining groups such as the Zapatistas, the class will explore how society can be structured differently when met with civil resistance. They will take these topics and later bring them into conversation with worker movements that contributed to the global shutdown of oil, coal, and other industries required for the modern world to function. After exploring influential texts and resources, students will participate in class discussions and critically think about the systems that perpetuate power disparities within the world.

HISTORY & SOCIAL SCIENCES

War On _____

1 Trimester, Credit: 1

In the latter part of the 20th century, it became increasingly common to declare war on ideas rather than countries. Drugs, Communism, and Terrorism all had informal wars declared on them and have had disastrous consequences that destroyed the lives of many. In War on _____, students explore the concept of declaring war on an idea and the long-term impact and ramifications of that decision. Looking at speeches, statistical models, and personal accounts, and investigating the culture around ideas, students will develop a deeper understanding of the economic, militaristic, and societal impact of these wars.

Great Speeches & Civil Discourse Honors

Honors Level Course

1 Trimester, Credit: 1

The great orators of history have provided a wonderful, and sorely needed, example of how to deliver their message to the masses. FDR's address to a joint session of Congress, Frederick Douglass' "What to a slave is the 4th of July," and Amanda Gorman's "The Hill We Climb" are all speeches that resonated from the moment they left the speaker's lips. This class will watch/listen to some of the greatest orations in modern history and analyze the speeches to see why they were so effective. As a final project, students will deliver a well-developed and researched speech of their own on a topic they are passionate about.

Black American History, 1865 to 1945

Also Offered at the Honors Level

1 Trimester, Credit: 1

Black history is American history. This course will demonstrate how we cannot understand major themes in late 19th and early 20th-century American history (such as the development of factories, the growth of cities, and immigration/migration) unless we study Black History.

The class will pick up just after the Civil War, and study how – as white Americans waged a violent campaign to strip Black Americans of their newly won Constitutional rights – Black Americans built resilient and thriving communities (in places like Harlem, Chicago, and Tulsa), developed brand new cultural styles in music (jazz and blues) and literature (the Harlem Renaissance), and fought against organized white supremacists who sought to strip them of their rights and humanity. The course will conclude with a focus on articulating all the ways Black Americans reshaped the political, social, economic, and cultural direction of the United States.

Black American History, 1945 to 2023

Also Offered at the Honors Level

1 Trimester, Credit: 1

Black history is American history. This course will demonstrate how we cannot understand major events and themes in 20th- and 21st-century American history (such as World War II, Vietnam, the collapse of Manufacturing, AIDS, the War on Drugs, and the Prison-Industrial Complex) unless we study Black History.

The class will begin with WWII and quickly shift to study the long Civil Rights movement (which targeted economic inequality, American Foreign Policy, and the War on Drugs). We will explore how – as white Americans waged a violent campaign to first, oppose the Civil Rights Movement, and then reverse the gains of the Civil Rights Movement – Black Americans continued to fight for their Constitutional rights. But the American Black experience isn't just one of suffering and pain. And so our class will also explore the joy of Black existence in America through cinema (from Shaft to Get Out), music (from Rock and Roll to Hip Hop), philosophy (from Black nationalism to Black Queer Feminist Theory to Abolition), and so much more. Students do NOT need to have taken Black American History, 1865-1945 to enroll in this course.

HISTORY & SOCIAL SCIENCES

US LGBTQIA History

2 Trimesters, Credit: 2

Being attracted to someone of the same sex, or not identifying with the sex you were assigned at birth is not a new phenomenon in world history. In fact, in the United States, LGBTQIA history began long before European colonization and has continued ever since.

This course will study that history to ask: how have the definitions of gay, lesbian, queer, gender non-conforming (and so many more terms) changed over time? Why have they changed? How does understanding the answers to these questions fundamentally reshape our understanding of American History?

Along the way, we will study same-sex attraction and gender non-conformity in the “wild west,” in Abraham Lincoln’s bedroom, in the YMCA’s and gin joints of 19th and early 20th-century American cities, in the Jazz clubs of Chicago’s South Side, in the factories of World War II, in the State Department and FBI in the 1950s, in LA’s Compton Cafeteria and NYC’s Stonewall Inn, in the bathhouses of the 1970s, and in the Ballroom scene of the 1980s. We will close by examining the success and limits of legal advances like repealing “Don’t Ask, Don’t Tell” and winning *Obergefell v. Hodges* to understand why LGBTQIA rights are under attack nationwide today.

WORLD HISTORY ELECTIVES

Japan’s Rise to Power

Also Offered at the Honors Level

1 Trimester, Credit: 1

How did Japan transition from a feudal, isolated society to a major player in international politics? From 1871 to 1914, Japan engaged in a modernization process that put the country on a more equal field of strength as long-established European imperial powers. This course will examine international relations in this age from the Japanese perspective. Essential questions will ask, what causes a nation to seek influence outside its borders, and what causes a nation to become isolationist or abandon isolationism?

Resistance During the Holocaust

Also Offered at the Honors Level

1 Trimester, Credit: 1

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

Empires of China

1 Trimester, Credit: 1

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

20th Century Fascism

Also Offered at the Honors Level

1 Trimester, Credit: 1

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

HISTORY & SOCIAL SCIENCES

Operation Condor (Latin America 1960s-1970s)

1 Trimester, Credit: 1

Throughout the 1960s and 1970s, the CIA began the process of the installation of dictators across Latin America in an effort to control economies and resources. In Operation Condor, students will explore the depth of involvement of American resources, the style of psychological and political warfare used, and the growth of American intervention in independent Latin American nations. Through databases, FOIA requests, books, and officially published CIA documents, students will develop skills relating to investigative research and critical thinking of international relationships and large-scale world politics.

History of the Middle East Since 1911

2 Trimesters, Credit: 2

Americans can struggle to understand the complicated history of the Middle East. Is this you? Then this course is for you! This course will ask questions like what is the Middle East (it turns out people don't agree); where is the Middle East (people don't exactly agree on its borders either), why is it so important to 20th-century global history (OIL! And many other things too!), and why did the United States occupy parts of it for decades between 1950 and today?

Our course will begin with the collapse of the Ottoman Empire and the rise of European colonialism in the region after WWI, then examine how the discovery of oil led to increased European (then American) colonialism there. As we move through the 20th century we will study the complicated and interconnected histories of Egypt, Palestine, Lebanon, Israel, Iran, Iraq, and many more. We will end the course with an exploration of how all of this history helps us understand the 9/11 attacks and the American responses in Iraq and Afghanistan.

PSYCHOLOGY COURSES

Foundations of Psychology

1 Trimester, Credit: 1

Foundations of Psychology is designed to give students their first exposure to the various branches within the discipline of Psychology. The class will begin by discussing some of the competing perspectives that drive current debates and discussion among leaders in the field. Students will have the opportunity to practice how to organize, visualize, and analyze data from research studies. In addition, there will be a focus on identifying the limitations of psychological research both in terms of its validity and ethics. The course will culminate in an independent research project on a psychological phenomena of a student's choosing.

Social Psychology

1 Trimester, Credit: 1

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

OTHER ELECTIVES

Microeconomics Honors

Honors Level Course

1 Trimester, Credit: 1

Prerequisite: Integrated Math II; Corequisite: Enrolled in a Mathematics Course

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

HISTORY & SOCIAL SCIENCES

Macroeconomics Honors

Honors Level Course

1 Trimester, Credit: 1

Prerequisite: Microeconomics Honors; Corequisite: Enrolled in a Mathematics Course

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

Found in the Archives: Doing History Honors

Honors Level Course

1 Trimester, Credit: 1

Juniors, Seniors, and PG

Exactly how do historians conduct their work? This course, characterized by individual inquiry, will provide students with hands-on experience to answer that question for themselves. In partnership with the Litchfield Historical Society, students will identify an area of historical interest, design a research question, search through archival records, and write a capstone thesis paper based on their findings. This course will prepare participants for collegiate-level research work and allow for the exploration of personal passion topics.

The Echo of the Lion's Roar

1 Trimester, Credit: 1

Juniors, Seniors, and PG

How has Forman School evolved since its founding in 1930, and where might it go from here? Did you know there were three swimming pools, three air bubbles, and a hockey rink on campus? Did you know there were two schools and two campuses? (Man 12) How about when Albert Einstein was on the Board of Directors? When did Forman integrate? Since 1930 and the time of John and Julie Forman, the school has gone through many evolutions and it may go through more in the future. This class will examine the evolution of the school from its founding in the Great Depression, to the laying of the cornerstone of the VPAC.

Social Animals? Community in the 21st Century

1 Trimester, Credit: 1

Juniors, Seniors, and PG

This course will combine psychology, sociology, and ethnography as we develop knowledge of how American social structures have functioned in the past, how they've changed in the 21st century, and how we can strengthen communities in our current social climate. You'll be reading John Medina's "Brain Rules" to learn how the human brain responds to social environments while also reading case studies and theories from Peter Block and Robert Putnam. This course will also develop skills that you need to become a confident leader in your community. The course's major component will be a real-time study into something you'd like to change in the Forman community and how to cultivate that change in real-time with research, evidence, and courage!

SCIENCE

FRESHMEN SCIENCE COURSES

Integrated Science 9

Also Offered at the Honors Level

3 Trimesters, Credit: 3

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

SOPHOMORE SCIENCE COURSES

Biology

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Biology explores an appreciation of the beauty of life from its simplest composition at the molecular level to the global spectrum of complex ecological issues. Students will investigate topics such as the chemistry of life, cellular energy reactions, the cell cycle, heredity, ecology, and evolution while working hands-on through laboratory experiments and gaining essential laboratory skills. Students in the 10th grade who have not previously taken a biology course will be required to enroll in a full year of Biology at the Honors or non-Honors level.

UPPERCLASSMEN SCIENCE COURSES

(11TH, 12TH, PG)

BIOLOGY COURSES

Genetics

Also Offered at the Honors Level

1 Trimester, Credit: 1

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

Human Evolution

1 Trimester, Credit: 1

What makes us human? Is it biological or social? This non-lab course dives into the timeline of human evolution, which is estimated to span upwards of seven million years. Students will learn about humans and their ancient hominid relatives and why anthropologists today study primates for answers about our

ancestors. Students will leave the course with the understanding that human evolution is a fascinating blend of history and biology while utilizing core concepts of the scientific method and evolutionary biology.

Amphibians and Reptiles

1 Trimester, Credit: 1

This course is dedicated to the study of frogs, toads, newts and salamanders turtles, snakes, lizards, alligators, and crocodiles. Most amphibians have complex life cycles with time spent on land and in the water. Their skin must stay moist to absorb oxygen and therefore lacks scales. Reptiles have dry skin and seek to live not only on land but in water as well. Students in this class will understand the anatomy, physiology, and habitat requirements of these unique animals. To do this, students will do a species inventory on our beautiful campus and find, process, and identify each of the species found.

SCIENCE

Ichthyology

1 Trimester, Credit: 1

Because of the great importance of fish as human food, economic ichthyology is a significant science. In this class, we will be raising fish in our lab as well as catching species in the field for dissection. We will touch on the field preparation of fish for consumption as one of our lab classes as well. We will look at fish farms and how species are raised. This is a lab class.

International Conservation Law

1 Trimester, Credit: 1

This course looks at laws governing wildlife all over the globe these laws are often overlooked but it is why many of our species have survived, i.e. The Bald Eagle. What laws govern endangered and threatened species? We will look at 5 case studies including: Amur Tiger, African Lion, African and Asian Elephants, Jaguar, and our local Bobcat. This class will be full of class discussion and is project-based and a chance to work with endangered species in CT.

CHEMISTRY

Chemistry

Also offered at the Honors Level

3 Trimesters, Credit: 3

In this course, students will study what matter is made of, how it behaves and changes, and the role of energy in those changes. This is a lab science, so there will be an emphasis on the process of science and how we know what we know through hands-on explorations, virtual labs, and discussion of historical experiments. We will begin with a simple model of matter and add complexity as it is needed to describe more complicated phenomena. Students will develop mastery of fundamental concepts in chemistry, problem-solving skills, and analyzing data and graphs in relation to hypotheses, and making scientific arguments based on available evidence. In the honors section, students will work at an accelerated pace and complete more challenging assignments and assessments.

Advanced Chemistry: Kinetics and Thermodynamics Honors

Honors Level Course

1 Trimester, Credit: 1

Prerequisite: Chemistry

In this course, students will first explore the kinetics of reaction rates, mechanisms, and catalysts. Students will then build on their introductory chemistry course to develop a more advanced understanding of thermodynamics through the study of entropy and the spontaneity of reactions. Students will develop mastery of advanced chemistry concepts, relating theoretical models to equations, and different ways of representing energy. This is a lab science, so labs will be part of the course, both as formative explorations and summative assessments. This advanced course will be similar in depth and complexity to an introductory college-level chemistry course.

Advanced Chemistry: Equilibrium and Acids Honors

Honors Level Course

1 Trimester, Credit: 1

Prerequisite: Chemistry

In this course, students will build on their introductory chemistry course to develop a more in-depth understanding of equilibrium and the reactions between acids and bases. Students will study both qualitative and quantitative approaches to equilibrium. Our study of acids and bases will explore multiple ways of modeling those reactions. Students will develop mastery of advanced chemistry concepts, the use of logarithmic scales, and relating qualitative conceptual descriptions to quantitative calculations. This is a lab science, so labs will be part of the course, both as formative explorations and summative assessments. This advanced course will be similar in depth and complexity to an introductory college-level chemistry course.

SCIENCE

Advanced Chemistry: Quantum Theory and Organic Chemistry Honors

Honors Level Course

1 Trimester, Credit: 1

Prerequisite: Chemistry

In this course, students will study the development of quantum theory and the application of quantum mechanics to atomic structure and the periodic table. Students will then apply quantum theory to understand the shapes and stabilities of organic molecules in an introduction to organic chemistry. Students will develop mastery of advanced chemistry concepts, using different representations for atoms and molecules, and making scientific arguments based on available evidence. This is a lab science, so labs will be part of the course, both as formative explorations and summative assessments. This advanced course will be similar in depth and complexity to an introductory college-level chemistry course.

PHYSICS

Physics Honors

Honors Level Course

3 Trimesters, Credit: 3

Corequisite: Additional Mathematics

Physics is the most fundamental and exact of the physical sciences, dealing with the structures of matter and the behavior of objects in our universe. This year-long curriculum provides an understanding of the basic principles involved with physical concepts and the ability to apply these principles in the solution of problems. The course content includes topics in mechanics, forces, momentum, kinetic theory, electricity, waves and optics, and explorations in 21st-century physics. Regular laboratory sessions and demonstrations teach analytical techniques, reinforce lecture concepts, improve writing skills, and stress the importance of following directions.

FORENSICS

Forensic Psychology

1 Trimester, Credit: 1

Can you trust your eyes? This course will cover the effectiveness of eyewitness testimony and interrogation techniques based on the psychology of perception and memory. Perception and memory will also be used to examine bias in law enforcement and profiling. Students will learn about these topics through hands-on activities and discussions and will demonstrate their knowledge through labs and debates.

Forensic Anthropology

1 Trimester, Credit: 1

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

Criminalistics

1 Trimester, Credit: 1

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

TROPICAL ECOLOGY SEMINAR

Tropical Ecology Seminar Honors

Honors Level Course

3 Trimesters, Credit: 4.5 including The Forman Rainforest Project Winterim

Prerequisite: Biology; An Interview is Required to be Chosen for this Course.

Tropical Ecology Seminar focuses on current global environmental issues by studying how they have impacted the tropical rainforest. The curriculum focuses on four major areas: field research skills, critical thinking skills, an in-depth view of tropical biology, and the complex issues of tropical deforestation. Each unit demands a considerable amount of time outside the classroom conducting independent research. Students focus on one of five ongoing research projects in class and in the rainforest of Costa Rica. This course is devoted to the study of the world's rainforests, culminating in two weeks of field study in Costa Rica. The results of this field study will be presented to local community groups. This course is taught with college-level material. An interview process is required to be chosen for this course by a group of students and trip leaders. This course travels to the rainforest of Costa Rica at an additional cost, during the Winterim period.

ANATOMY AND PHYSIOLOGY

(will satisfy Biology requirements, if needed)

Three courses are required to earn three full credits.

The Skeletal System

1 Trimester, Credit: 1

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

The Brain and Nervous System Anatomy

1 Trimester, Credit: 1

In this Unit students will understand the lobes of the brain and their function. Each laboratory group will have a fetal pig that was used to augment each of the anatomical units. At the beginning of the semester, we dissected the brain from the fetal pig to begin a foundation for the year to study the body's control center. The physiology part of our class will be a bit more creative as students need to see the process or movement of a process. For this we will control cockroach legs with music stimuli, to look at nervous system phenomena.

Embryology

1 Trimester, Credit: 1

In this class we will be diving into embryology. Through the development of chicks in our incubator, we will watch the daily milestones and compare their development to human development in the womb. In each class, we look at the development of each chick assigned to each student as they develop over 21 days in the egg. We will look at the evolution of vertebrates and how, for the first eight weeks, many vertebrates have the same characteristics...like a tail! This class is a lab class and will use equipment such as incubators, candlers, and microscopes. Students will also keep an embryology journal as part of their study.

ROBOTICS AND TECHNOLOGY

Robotics

1 Trimester, Credit: 1

This trimester and project-based curriculum teaches the design process in an engaging, hands-on manner to help teachers challenge, motivate, and inspire their students. By moving students through an actual engineering project, students quickly understand the relevance of what they are learning. The curriculum is created to ensure that students with varying learning styles, which fit the Forman model, and levels can accomplish the lesson goals. No prior robotics experience is required; beginners are able to advance sequentially through the units to gradually increase their knowledge and skill level. Students

SCIENCE

will walk through the design and build a mobile robot to play a sport-like game. Each year the game changes and is announced at the "worlds competition" in April. During this process, they will learn key STEM principles and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or on the world stage in the VEX Robotics Competition.

Advanced Robotics

1 Trimester, Credit: 1

Prerequisite: Robotics

Advanced Robotics is a course that can be taken by students in their second year of robotics at Forman. This course is geared toward competition and builds on the programming skills learned the year before. In this course, students use their engineering notebooks each class to record each design both mathematically, in sketches, and narratively. Students become active in the engineering process and design. They become more aware of strategic planning and design and compete in the Vex games earlier and more often.

Geographical Information System Mapping

1 Trimester, Credit: 1

Geographical Information System or GIS is a mapping program that creates and allows you to analyze all sorts of data from a given geographical area. Are you interested in rock types, vegetation types, streams, and rivers, or maybe archeological information and land use? In this class, we will use a drone to take photos and videos of Forman School's 150 acres. Using GIS, we will map the school property and analyze the area for rock type, vegetation, and more. Thousands of organizations in every field are using GIS to make maps for communication, perform analysis, and share information; it is the way of the future!

Finding Patterns in the Chaos: Explorations in Data Science Honors

2 Trimesters, Credit: 2

In a world where communication is instant and the line between fact and fiction becomes more blurred by the moment, it is essential that the critical thinkers of the future know how to make sense of the information thrown their way. The ability to work with, understand, and use data has become an essential life skill and requirement for an ever-expanding range of jobs and careers. Data is everywhere around us. This curriculum will introduce students to the main ideas in data science through tools such as Google Sheets, Python, Data Commons, and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation and causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more! At the end of the course, students will have a portfolio of their data science work to showcase their newly developed abilities. This is a lab-based course.

HEALTH, WELLNESS & LEADERSHIP CLASSES

All students are required to take a one-trimester grade-level Health course per year. The objective of these courses is to help students build a strong sense of who they are, examine their core values, and recognize the outside forces that can reinforce or challenge those central beliefs. In addition to the required Health courses, students may choose to take elective Health courses as well. All of these courses are graded as Pass/Fail.

9th, 10th, and 11th Grade Health Classes

1 Trimester, Credit: 1, Pass/Fail

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

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12th Grade Senior Health Seminar

1 Trimester, Credit: 1, Pass/Fail

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

HEALTH, WELLNESS AND LEADERSHIP ELECTIVES

Strength & Conditioning

1 Trimester, Credit: 1, Pass/Fail

This course is designed to provide students with the knowledge and skills necessary to improve their overall fitness and athletic performance. Through a combination of theoretical and practical instruction, students will learn about the principles of strength training, including proper exercise technique, progression, and periodization. Additionally, students will develop an understanding of the importance of nutrition, injury prevention, and recovery in optimizing athletic performance. The course will include a combination of weightlifting, bodyweight exercises, plyometrics, and cardiovascular training, as well as regular assessments to track progress and set goals. By the end of the course, students will have the ability to design and implement their own individualized workout programs to help them reach their fitness and athletic goals.

Exercise Science

1 Trimester, Credit: 1, Pass/Fail

Exercise Science is a course designed to introduce students to the field of exercise science and its impact on the human body. Students will learn about the physiological and biomechanical responses to exercise, as well as the principles of exercise training and prescription. The course will cover the effects of exercise on cardiovascular, muscular, and metabolic systems, as well as the psychological and social benefits of physical activity. Students will also learn about the application of exercise science in various populations, including athletes, older adults, and individuals with chronic diseases. The course will include a combination of lectures, laboratory work, and hands-on experience to provide students with a comprehensive understanding of the field. By the end of the course, students will be able to design and implement effective exercise programs for a variety of populations and settings. This course will help prepare students for post-secondary education in exercise science or related fields.

Nutrition

1 Trimester, Credit: 1, Pass/Fail

This course is designed to provide students with a comprehensive understanding of the principles of nutrition and how they relate to overall health and well-being. Topics covered will include the basic nutrients and their functions, the role of diet in disease prevention and management, and practical skills for making healthy food choices. Students will also learn about current nutrition research and guidelines, and will have the opportunity to apply this knowledge through hands-on activities and projects. The course will empower students with the knowledge and skills to make informed decisions about their own health and nutrition and to be an advocate for healthy choices in their community.

MATHEMATICS

The Mathematics Department provides a stimulating and challenging curriculum for students with a wide range of mathematical backgrounds. Instead of focusing solely on content coverage as a gauge for success, teachers emphasize building confidence and accuracy of computation when problem-solving. Through this approach, we strive to cultivate confident, lifelong learners who are grounded in sound math fluency and have strong problem-solving skills when they enter college.

All students taking a math class are expected to have a calculator for use in the classroom and on their homework. Students who do not have their own calculator at the beginning of the year will be able to purchase one through the School store during the first week of classes.

Introduction to Secondary Mathematics

3 Trimesters, Credit: 3

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

Integrated Mathematics I

3 Trimesters, Credit: 3

Prerequisite: Introduction to Secondary Mathematics or Equivalent

Integrated Mathematics I introduces students to fundamental topics in algebra and geometry, while building on their mathematical fluency. Students will learn about graphing, solving equations, data interpretation, as well as geometry concepts such as angles, planes, and shapes. These concepts will prepare students for Integrated Mathematics II.

Integrated Mathematics II

Also Offered at the Honors Level with Department Recommendation

3 Trimesters, Credit: 3

Prerequisite: Integrated Math I or Equivalent.

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

Integrated Mathematics III

Also Offered at the Honors Level with Department Recommendation

3 Trimesters, Credit: 3

Prerequisite: Integrated Math II or Equivalent

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

Probability

1 Trimester, Credit: 1

Prerequisite: Integrated Math III or Equivalent

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

MATHEMATICS

Statistics

1 Trimester, Credit: 1

Prerequisite: Integrated Math III or Equivalent

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

Personal Business and Finance

1 Trimester, Credit: 1

Prerequisite: Integrated Mathematics III or Equivalent

In this applied mathematics course, students will learn to make ethical and thought-out consumer and financial decisions that impact themselves, their families, and their local and global communities. Topics in this course include discretionary expenses, banking services, consumer credit, automobile ownership, income taxes, and independent living. The goal will be for students to be able to apply these essential life skills successfully while making the connection to mathematics.

Additional Mathematics

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Prerequisite: Integrated Math III or Equivalent and Department Recommendation

This course is designed for students who are interested in the study of mathematics up to and through calculus in the future. The curriculum consists of many traditional topics including quadratic and polynomial functions; exponential and logarithmic functions; trigonometric functions and identities; sequences and series; an introduction to derivatives; as well as other skills students will need for success in calculus.

Applied Calculus Honors

Honors Level Course

3 Trimesters, Credit: 3

Prerequisite: Additional Mathematics or Equivalent and Department Recommendation

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

Cambridge Assessment International Pure Mathematics Honors

Honors Level Course

3 Trimesters, Scheduled Every Day, Credit: 6

This calculus-based course covers the content contained in the Pure Mathematics sections of the Cambridge Assessment International Mathematics syllabus. Topics covered will include trigonometric proofs; series; differentiation using the power, chain, product, and quotient rules; differentiation and integration of logarithmic, exponential, and trigonometric functions; implicit differentiation; parametric differentiation; and using iterative formulas to find numerical solutions to equations. Additional topics may include partial fractions, binomial expansions, integration by substitution, integration by parts, vectors, differential equations, and complex numbers.

WORLD LANGUAGE

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

Spanish I

Also Offered at the Honors Level with Department Recommendation

3 Trimesters, Credit: 3

Students will begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. At this level, instruction is provided in Spanish and English. Students should expect to become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored.

Spanish II

Also Offered at the Honors Level with Department Recommendation

3 Trimesters, Credit: 3

Prerequisite: Spanish I

Students will continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. In this course, students will also read a book. By the second half of the course, the class is conducted almost entirely in Spanish.

Spanish III

Also Offered at the Honors Level with Department Recommendation

3 Trimesters, Credit: 3

Prerequisite: Spanish II

This course focuses on the past, future, and compound tenses, vocabulary usage and contextual comprehension are essential. This course builds upon fundamentals learned and mastered in Spanish I and II. The same emphasis that Spanish I and II had in pronunciation, grammar, vocabulary, useful phrases and the ability to understand, read, write, listen, and speak simple Spanish will continue in this course. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices that will reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. At the completion of this course, students should be able to

WORLD LANGUAGE

communicate, understand and interpret written Spanish on a variety of topics. This course is instructed entirely in Spanish with little English spoken by the instructor.

Spanish IV Honors

Honors Level Course

3 Trimesters, Credit: 3

In this course, the student will master the skills of listening, speaking, reading, and writing. Students are expected to speak the target language in class. There is more stress on reading and writing at this level. Students are able to engage in conversation and comprehend another person's dialogue without much repetition. Topics go well beyond basic needs and include personal and family affairs, current events, school, work, etc. Students can comprehend descriptions and narration referring to past, present, or future events. They can comprehend dialogue about special fields of interest and narratives of a non-technical or specialized nature. There is increased comprehension of in-depth material about special interest topics used in class. Grammar control includes all but the infrequently used and the most complex forms and word order problems. Students work toward building a larger reading, speaking, and listening vocabulary through the use of materials representative of the Spanish-speaking culture. There will be a review of grammar concepts previously learned and a few remaining advanced grammar concepts will be taught.

American Sign Language I

3 Trimesters, Credit: 3

Students are introduced to the fundamentals of this visual-gestural language (receptive and expressive), as well as learn about the culture, community, and history of deaf people. Students begin by acquiring vocabulary, which quickly moves into signing sentences, and ultimately, dialogues; in learning any language, conversational context is important. American Sign Language structures have both similarities and differences to English and use grammar as an aid to understanding the language rather than the main focus. Students are assessed both receptively as a whole class and expressively with individual and group projects. Students will be using the text, *Master ASL! Level 1* by Jason Zinza. Students will also have the opportunity to attend deaf events outside of school and use other educational materials to enrich their understanding of deaf culture and community.

American Sign Language II

3 Trimesters, Credit: 3

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

American Sign Language III

3 Trimesters, Credit: 3

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

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American Sign Language IV Honors

Honors Level Course

3 Trimesters, Credit: 3

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

STUDIO ARTS

Ceramics: Throwing on the Wheel

1 Trimester, Credit: 1

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

Ceramics: Big and Small

1 Trimester, Credit: 1

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

Ceramics: Set The Table

1 Trimester, Credit: 1

Students will learn to create individual shapes and forms that work in harmony with one another to create a cohesive artistic display. One example of this is a table setting, another is a sculpture display. Students will make use of the potter's wheel and of traditional hand-building skills as they investigate the way in which shapes and colors interact and explore ways to combine ideas around their chosen themes or intents.

Ceramics: Blaze your Way in Clay

1 Trimester, Credit: 1

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

Metalsmithing Fundamentals

1 Trimester, Credit: 1

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

The Art of Metalsmithing

1 Trimester, Credit: 1

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

Becoming Your Best Art Self

1 Trimester, Credit: 1

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

PAINTING AND DRAWING

Multiple Mediums: Drawing, Painting, and Photography

1 Trimester, Credit: 1

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

Digital Art and Design

1 Trimester, Credit: 1

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

Advanced Studio Practices

Sophomores, Juniors, Seniors, and PG

1 Trimester, Credit: 1

This course is for students wanting to take an advanced-level art class in various studio art mediums such as drawing, painting, and mixed media. Students will develop previous skills in painting and drawing to develop a body of work from new styles and techniques. Students will develop their own projects and goals at the beginning of the trimester. Once projects have been approved by the teacher, each student will work towards creating their work and exploring a variety of materials to use. We will study work by artists who use a variety of mediums in their practices.

Visual Arts Portfolio

Juniors, Seniors, and PG

3 Trimesters, Credit: 3

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

Drawing and Painting

1 Trimester, Credit: 1

This course is designed to provide students with basic skills in drawing and painting. Learning to “see” through extensive observational drawing, students will complete a range of assignments from short rough studies to more thorough and complete works. Students will develop technical and expressive drawing skills while exploring line, form, volume, shading, and composition. An introduction to painting will include color mixing, application, and theory. Students will learn about painting through instruction and skill practice, exploration, and the study of famous artists and art styles. Creativity and self-expression will be encouraged, as students will be given freedom while working within the parameters of class assignments.

CULINARY ARTS

Introduction to Culinary Arts

1 Trimester, Credit: 1, Pass/Fail

Introduction to Culinary Arts is a foundational course designed to familiarize students with core culinary skills. It is open to students in all grade levels. Fundamental skills, techniques, and terminology are covered with an emphasis on sanitation, food safety and handling, knife skills, and kitchen safety. Students will learn basic food preparation and cooking techniques, such as grilling, baking, sauteing, etc.

UPPERCLASSMEN CULINARY COURSES (10TH, 11TH, 12TH, PG)

Japanese Cuisine

1 Trimester, Credit: 1, Pass/Fail

Japan has a long culinary history and a reputation for continually seeking perfection. Through cultural exploration, students will discover the culinary ideals, traditions, and table manners that set Japanese cuisine on a level all its own. From ramen and yakitori to sushi and bento boxes, students will learn the basics of making Japanese cuisine.

Latin American Cuisine

1 Trimester, Credit: 1, Pass/Fail

Each Latin American country has its own unique culture and history, and as a result, its own distinctive cuisine. From Mexico to Chile, indigenous foodways blend with Spanish colonial food and modern techniques, combined with local ingenuity for delicious results. Students will learn about the ingredients commonly used throughout Latin America, and what is specific to different cultures, while making dishes in the process.

Science of Food

1 Trimester, Credit: 1, Pass/Fail

Have you ever wondered what's happening on a molecular level as a torch sears a creme brulee, or why smoked foods are a safe method of preservation? In this course, students will investigate food preparation while exploring the science behind various methods of cooking in the classroom and implementing new skills in the kitchen.

PHOTOGRAPHY

Introduction to Digital Photography

1 Trimester, Credit: 1

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

Digital Photo: Beyond the Basics

Prerequisite: Introduction to Digital Photography

1 Trimester, Credit: 1

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

Advanced Digital Photography

1 Trimester, Credit: 1

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

Darkroom Photography

1 Trimester, Credit: 1

Starting with the basics, students will learn how to develop 35mm film in the darkroom. Students will then print their photographs using enlargers and chemical baths. Working in the darkroom provides

students with an opportunity to slow down, spend time with each image, and really understand the impacts that technical and aesthetic choices have on a final photograph. Learning to develop film and prints informs how students think about light, time, and photography as a whole. Students get the chance to work in a professional darkroom, sharing equipment and methods that have been refined over the lifetime of photography.

THEATER AND DRAMATIC ARTS

Acting I

1 Trimester, Credit: 1

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

Advanced Acting

1 Trimester, Credit: 1

Prerequisite: Acting I

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

Theater Production and Design

1 Trimester, Credit: 1

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

Improvisation

1 Trimester, Credit: 1

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

The Art of Conversation

1 Trimester, Credit: 1 in Art or English

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

The Art of the Monologue

1 Trimester, Credit: 1

This course is designed as an intensive character study through the use of monologues as a means of storytelling. The class will read different monologues, analyze text, and talk about how they would develop the character portrayed in the monologue. Ultimately, they will choose a monologue, memorize

it, develop a character, and present the monologue at the end of the class. There will also be an option for the student to write their own monologue to perform for their final presentation.

The Art of the One-Act Play

1 Trimester, Credit: 1

Through readings, discussions, and rehearsals of One-Act Plays, students will explore foundation acting skills. Students will engage in group work, memorization, and public presentation as they work toward a common goal of a course-end performance of their one-act. Through this course, the students will learn how to work cooperatively towards a common goal.

Evolution of Musical Theatre

1 Trimester, Credit: 1

This course is designed to show how the evolution of musical theatre grew from being a mere form of entertainment to art imitating life, and how it is used now to sometimes shed light on world issues that were never before talked about within the context of musical theatre. This course will revolve around the most influential musicals from the past 6 decades (the 1960s through the present). The class will watch the musicals from a compiled list and discuss why these musicals changed the face of musical theatre. We will focus on their impact not only in regard to theatre but also their relevance to society at the time. Projects will include writing a short review for each of the musicals that we watch (one review per week.) There will be a final project where the class will be picking a musical of their own choosing that they have seen, or want to see, and write a summary of the show as well as why it is a popular or important piece of theater.

VIDEO, FILM, AND JOURNALISM

Introduction to Narrative Filmmaking

1 Trimester, Credit: 1

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

Advanced Narrative Fiction Filmmaking

1 Trimester, Credit: 1

Prerequisite: Introduction to Narrative Filmmaking

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

Documentary Filmmaking

1 Trimester, Credit: 1

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

Screenwriting

1 Trimester, Credit: 1 in Art or English

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

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

Advertising

1 Trimester, Credit: 1

This class will focus on the filmmaking concepts needed in the construction of commercials. We will also look at the psychology behind advertisements. Students will first gain a foundation for the study of psychology and how it relates to the advertising field, and then learn how filmmakers utilize that knowledge to create commercials. Students will also learn about filmmaking, specifically the filmmaking process for 30-second-long commercials. Students will take the knowledge gained and apply it to making their own commercials.

Advanced Video Post-Production Techniques

1 Trimester, Credit: 1

Corequisite: Forman Makes A Documentary: Iceland Winterim

Students will have begun the editing process on our Winterim trip, during the post-processing sessions in the evenings, which will allow there to be a streamlined video/story already in hand when students return to campus. This course offers students the chance to take their existing video editing skills to a new level, with an advanced examination of Adobe Premiere Pro. Students will learn how to perform professional color correction, remove unwanted background sounds from audio clips, enhance vocal tracks, animate graphics, perform advanced special effects within Premiere, and leverage all the tools the software offers to create a highly polished and effective video. Additionally, the instructor will demonstrate to students how to fully streamline their workflows and take advantage of the shortcuts and tricks professional editors use on a daily basis.

MUSIC

Private Music Instruction

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

COURSES THAT DO NOT REQUIRE PRIOR MUSICAL EXPERIENCE

Music History and Appreciation

1 Trimester, Credit: 1

Designed for students new to music, this class looks at musical components in many different genres primarily through listening. Class members will learn to identify musical elements such as instrumentation, melody, harmony, rhythm, and form in order to objectively speak and write about music. Learning the history of various genres will help students gain context for these musical elements. Students can also expect to participate in simple music-making activities ranging from rhythmic drumming to beat-making in the electronic music lab in order to gain an understanding of the roles of different instruments and various types of music-making.

Electronic Music Production

1 Trimester, Credit: 1

This course is open to any student and will be of special interest to those interested in how contemporary music is created electronically. We will explore music-making possibilities within Logic Pro X, to create sessions, access loops, and adjust parameters. Students will design their own drum machines and synthesizers in order to make unique beats and compositions. One of the major projects will cover the basics of sampling, a technique that is widely used and has been crucial to Hip-Hop since its inception. The individualized nature of the class will allow students to create music that matches their personal interests.

Rhythm Workshop

1 Trimester, Credit: 1

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

Vocal Ensemble

1 Trimester, Credit: 1

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

COURSES FOR STUDENTS WITH PRIOR MUSICAL EXPERIENCE

Guitar Theory

1 Trimester, Credit: 1

This Course Should be Taken by All Guitarists Prior to Entering the Ensemble Program.

The Guitar Theory course prepares the beginning or intermediate guitarist for working within an ensemble. Time is spent learning the nuances of the fretboard from individual pitches to scale patterns and chord shapes. In addition to standard notation, students will also develop their ability to read and write tablature and chord charts for contemporary music styles such as Jazz, Rock, and Blues. All students should have prior guitar playing experience and will be expected to practice the musical concepts outside of class. Participation in the private music instruction program is encouraged.

Instrumental Ensemble

1 Trimester, Credit: 1

This course is available to all instrumentalists and singers with a secondary instrument. The emphasis of this course is on building musicianship through group and solo performances. Ensemble students will be expected to maintain a regular individual practice routine outside of class and are encouraged to enroll in the school's private music lesson program. Students enrolled in Instrumental Ensemble will be featured in on-campus performances each trimester.

Advanced Instrumental Ensemble

By Teacher Recommendation Only

1 Trimester, Credit: 1

This course is available to advanced instrumentalists and singers with a secondary instrument. The emphasis of this course is on building musicianship through group and solo performances. Ensemble students will be expected to maintain a regular individual practice routine outside of class, and are encouraged to enroll in the School's private music lesson program. Students enrolled in Advanced Instrumental Ensemble will be featured in on-campus performances each trimester.

PROMETHEAN LAB

The Promethean Program offers students the opportunity to engage in a talent-driven, student-developed course of study that allows for the time, freedom, structure, and support necessary to foster and elevate such talents. Students choose an interest, talent, or passion to pursue and develop a project. Students work closely with the teacher to help structure their time and focus their ideas with the aim of making meaningful progress during their time in the program. This course is held in a state-of-the-art fabrication lab complete with 3D printers, a laser cutter, milling machines, a plasma cutter, and more. If students can dream it, they can achieve it in the Promethean Program.

Upon acceptance into the Promethean Program, students are tasked with further developing their ideas. This is done through a series of exercises targeted to work out the particulars, thoughts revolving around their unique project, and what the end result will be. Students will work with the teacher to scaffold the necessary steps, the materials, and the time needed to make progress toward the end result within one or multiple trimesters. Each student is expected to create their own website that chronicles their experience. The website is updated weekly with a blog post to illustrate the current state of the project.

The final product could take various shapes. Maybe a student is developing a business plan or widget for a niche market; Perhaps a student connects with a local organization and develops a series of projects; Perhaps a student learns computer programming and develops a new and upcoming app. Regular meetings with the teacher will help provide support for each particular student. These meetings can be used to help focus a student's vision, help them stay on track in order to accomplish their goals on time, and serve as a sounding board for ideas. To apply for this program, an application form must be completed.

The Application Consists of the Following Questions:

- What grade are you entering?
- Would you develop existing talent or pursue a passion while in the Promethean Program?
- What is the final product or project that you would strive to complete?
- What hardware, software, or online material might you need to develop your interest, talent or passion?
- List some steps that might need to be taken to create this product.
- Would you be interested in being in the Promethean Program for one trimester or multiple trimesters?