



**FORMAN
SCHOOL**

**2024 - 2025
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 2024-25 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. Students who withdraw from a course before its completion do not receive any credit for that class. For students who leave Forman before the completion of the year, 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 both 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:

- 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

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1 Credit of Art
1 Credit of Health & Physical Education
1.5 Credit Winterim
15 Hours of Community Service

Tenth Grade:

3 Credits of English
3 Credits of Cognition & Learning
3 Credits of Mathematics
3 Credits of U.S. History
3 Credits of Biology or Chemistry
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 & Physical Education
1.5 Credit Winterim
15 Hours of Community Service

Eleventh Grade:

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

Twelfth Grade:

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

PG Year:

3 Credits of English
3 Credits of Cognition & Learning
3 Credits of Thinking and Writing
3 Credits of Mathematics
3 Credits of History & Social Sciences
3 Credits of Science
2 Credits of Art
1 Credit of Post-Secondary Planning II
1 Credit of Health & Physical Education
1.5 Credit Winterim
15 hours of Community Service

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.

Graduation Requirements:

12 Credits of English

9 Credits of Mathematics

9 Credits of History & Social Sciences, including 3 Credits of U.S. History

9 Credits of Science, including 6 Credits of Lab Sciences; 3 Credits of Biology or Chemistry 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 (strongly recommended)

1 Credit of Health & Physical Education, 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

Applied Writing

1 Trimester, Credit: 1

Applied Writing is an 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, research writing, applications, personal statements, supplemental writing, and formal correspondence--with special emphasis on clarity, transition, word precision, and sentence concision. Through differentiated and feedback-based instruction, students pursue individual tracks of tasks that serve as learning vehicles for applying foundational writing strategies, developing writing task management skills, and expanding discipline-specific vocabulary--with the overarching objectives to address individual challenges in the standard writing process, build independence in task management, and foster confidence in written expression.

Writing Visually

1 Trimester, Credit: 1

Thinking Visibly & Writing Visually is an elective for PG students as well as students who have 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 for PG students as well as students who have already completed 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.

Writing with a Growth Mindset

1 Trimester, Credit: 1

Writing with a Growth Mindset is an elective for PG students as well as students who have already completed the foundational Thinking & Writing course. It aims to broaden students' perspectives through guided reflective journaling as well as writing for different audiences. Students are introduced to the RAFT writing technique to explore and experiment with various culturally responsive writing prompts designed to foster critical thinking skills and consider a topic from multiple perspectives. A research-informed writing strategy across disciplines, RAFT helps students grow as a writer by understanding their role and purpose in writing--along with how to effectively communicate their ideas and mission clearly to a target audience. Students continue to apply the foundational writing strategies taught in the Thinking and Writing course, in addition to resolving individual challenges in the standard writing process, exercising academic independence, and building confidence in managing writing tasks.

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 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. 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.

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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.

Executive Function Learning Lab

3 Trimesters, Credit: 3, Pass/Fail

The EF Learning Lab is a course for newly enrolled Forman students. The course teaches students about executive functions (the supervisory system of the brain) that enable self-regulation, self-awareness, and self-determination. The EF Learning Lab is designed to help students develop 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 experienced. One of this course's underpinning goals is to foster students' ability to self-reflect and increase metacognitive awareness by examining cognitive strengths and challenges, evaluating their performance, and then developing and individualizing strategies that work best for them.

The application of EF skills using a student's current class content is essential for meaningful practice. The executive functions introduced and practiced in the EF Learning Lab are intended to help students improve their ability to plan and prioritize assignments, organize materials and ideas, manage time, think flexibly, initiate and complete assignments, and self-advocate and self-monitor through learned strategies. Developing and using effective routines such as morning, study hall, and nighttime is particularly important at Forman.

Students will learn to use and improve their executive functions to achieve academic goals, develop and maintain social relationships, and function effectively in dorm life. Learning where, when, why, and how to use strategies empowers students to navigate their learning experience in the classroom as well as their experiences outside of academics. Students will understand that learning simply does not happen but is an active process.

Refining EF Skills and Strategies

3 Trimesters, Credit: 3, Pass/Fail

This course expands and builds upon the foundational EF knowledge and skills taught in the EF Learning Lab course. This course provides a more in-depth approach that takes into account each student's developmental stage. The course recognizes that some students can benefit greatly from having more time to acquire essential skills and opportunities for practice. Being successful in academics and life outside of the classroom depends greatly on a student's ability to self-regulate and

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demonstrate adequate proficiency in using executive functions. Students also may require additional time to improve on goal-setting, long-term planning, and self-reflection on personal strengths and challenges.

This course offers enhanced application through more intensive strategy instruction and expanded coverage of how the teenage brain develops and changes. Through guided practice and coaching, students apply the strategies they are learning directly to their academic courses by using course assignments and materials from the classes in which they are enrolled. Opportunities for students to self-reflect and evaluate the effectiveness of the strategies they are applying help students refine their approaches and improve their efficiency. There is an emphasis on assessing and monitoring students' growth and improvement in how they use EF skills. The course's goal is for students to have increased confidence in their ability to use their EF skills when called upon in academic settings and life outside the classroom.

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-term goals, creating action steps, anticipating roadblocks, and designing approaches to manage performance-related challenges using the student’s current course work. Coaching provides a non-judgemental space for students to explore EF challenges and learn skills to better navigate areas that have long since been challenging such as getting started and finishing tasks, breaking down a long-term project, how best to retain information, regulating emotions, planning, and prioritizing. Coaching provides structure and support as students gain a deeper understanding of themselves and develop personalized approaches. A critical component of coaching is accountability, a measuring tool for action, and support as a student moves forward with a plan outside of the session. Students who are willing to fully engage in coaching experience greater autonomy and increased self-determination.

POST-SECONDARY PLANNING

COLLEGE COUNSELING DEPARTMENT

All students in grades 11 and 12 take the Post-Secondary Planning 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.

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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

All 10th grade students must take English 10 or English 10 Honors. Students who take English 10 must take another sophomore English course in order to meet the three-credit requirement for the year. Students who take English 10 Honors do not need any additional English credits for the year.

English 10

2 Trimesters, Credit: 2

Using a variety of source materials to access different forms of literature (fiction/nonfiction prose, drama, and poetry), the instructors of this course will build on the skills of 9th-grade English to solidify students' foundational skills and prepare them for elective courses as they move through the Forman English curriculum. The course centers on respectful scholarly discussion, close reading, critical thinking, and analytical writing. Two central texts may include *The Complete Maus* by Art Spiegelman, *Frankenstein* by Mary Shelley, *Born a Crime* by Trevor Noah, *Bury the Dead* by Irwin Shaw, and/or various poems.

English 10 Honors

Honors Level Course

3 Trimesters, Credit: 3

This course will challenge students 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, students in this course will add onto the skills of 9th-grade English and practice the skills expected of them in junior/senior electives. The course will expect students to have a solid foundation of respectful scholarly discussion, close reading, critical thinking, and analytical writing. Students in this course will interrogate 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? The third trimester of this course will operate as a seminar-style elective, guiding students through a long-term literary analysis project. 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.

Multimedia Poetry

1 Trimester, Credit: 1

In this class, students will use visual art and music paired with poems to explore and discover the full message communicated by each poem. Students will respond to the poems we read with written analysis and creative writing inspired by the poems, art, and music we consider together. Students will also have the opportunity to choose poems that interest them, pair them with music and/or visual art, and present them to the class. This class will include rigorous analysis through discussion and writing combined with creative responses.

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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.

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.

Short Stories

1 Trimester, Credit: 1

This course will engage with the essential elements of fiction through exploration of the short story form. Students will read and discuss short stories with an eye for craft and a question in mind: what are the effects these stories have on us as readers? We will discuss how to apply these creative “moves” to writing exercises designed to offer students practice with the styles of the stories we read together in class. Students will have the opportunity to write and workshop their own short stories.

UPPERCLASSMEN ENGLISH COURSES

(11TH, 12TH, PG)

Junior Honors Seminar

Honors Level Course, by Recommendation only

3 Trimesters, Credit: 3

This course provides 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 2024-2025 Junior Seminar is Dystopian Literature. Throughout the course, students will read fictional (short stories, novels) and nonfiction (essays, articles) works about life in an oppressive society. Texts to be considered include *V for Vendetta* by Alan Moore, *The Children of Men* by P.D. James, *The Handmaid’s Tale* by Margaret Atwood, *The Parable of the Sower* by Octavia Butler, *Severance* by Ling Ma, *Never Let Me Go* by Kazuo Ishiguro, and *Future Home of the Living God* by Louise Erdrich.

Senior Honors Seminar

Honors Level Course, by Recommendation only

3 Trimesters, Credit: 3

This course provides 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 2024-2025 Senior Seminar is Love and Friendship. In this class we’ll look at classic and contemporary stories of enduring friendship,

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unrequited love, friendship breakups, and romance—and of course, how love and friendship sometimes come in conflict—to see how writers challenge us to rethink what we even mean by these seemingly obvious terms, love and friendship.

The Great Outdoors: Writing About Nature

2 Trimesters, Credit: 2

The vast expanse of America has been home to a vast array of indigenous nations, and these nations continue to assert their sovereignty on the land of their ancestors and resist the settler colonial policies and systems of the United States. The land upon which these settler colonial processes play out also inspired a number of settler writers in the 19th and 20th centuries. This course will explore the literary contributions of these groups and how they created a set of discourses on nature that intentionally or not play into settler processes. We will ask students to consider and compare the nature writings of Indigenous people and settlers and the positions in relation to nature which those writers adopt. We will also ask students to engage in observational nature writing of their own 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 Robin Wall-Kimmerer, Aldo Leopold, Joy Harjo, Henry David Thoreau and Ralph Waldo Emerson.

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."

Sports Stories

1 Trimester, Credit: 1

What does an athletic event and a narrative plot have in common? Through literature, this course will explore the notions of "good guys vs. bad guys," the hero/protagonist/point guard's pursuit of a goal, the desire to win, competitive instincts of humans, the warlike structure of some sports, and the emotional drama intrinsic to sports and the athletes (professional and amateur) who play them. Texts to consider: *Chronology of Water* by Lydia Yuknavitch; *We Ride Upon Sticks* by Quan Barry; *The Art of Fielding* by Chad Harbach; *Moneyball* by Michael Lewis; *The Sportswriter* by Richard Ford, and the prologue of *Underworld* by Don DeLillo.

Global Stories

1 Trimester, Credit: 1

This course takes us around the world to see what it's like to grow up and live in cultures different from our own. We'll be looking at what unites us across cultural barriers—and what makes every human community unique. Our focus is on writers in the Anglophone—that is, English-speaking—world, whose experiences have been shaped by histories of colonialism and resistance.

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.

Reading and Writing Short Fiction

1 Trimester, Credit: 1

In this class, students will engage creatively and analytically through reading and writing short stories and giving peer feedback. This course will focus on the basic building blocks of short stories - setting, character, conflict, and dialogue. Authors to be considered include George Saunders, Lauren Groff, Ling Ma, Nana Kwame Adjei-Brenyah, and others.

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Flash Fiction and Nonfiction

1 Trimester, Credit: 1

This creative writing course will explore a very short form known as flash or micro fiction and nonfiction. Students in this course will be guided and encouraged to write stories real and imagined within a very small space (1000 words or less). Students will be empowered with the tools, strategies, and writing prompts to generate playful, fast-paced complete stories with small word counts. To support and inspire students' writing, we'll read examples of flash fiction and nonfiction, essays, poems, and many other very-short form writing that is bite-sized and potent.

Modern Drama

1 Trimester, Credit: 1

This class contemplates key concepts and trends in theater in the twentieth and twenty-first centuries. We'll study how playwrights adapted dramatic techniques to comment forcefully on the rapid, often traumatic, changes of the twentieth century, using theater as a powerful medium to witness to atrocity, comment on social change, and also to enrich our understanding of human relationships: family, friends, enemies, lovers.

Indigenous Voices

1 Trimester, Credit: 1

This course aims 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.

American Voices in Poetry

1 Trimester, Credit: 1

If there is a topic, American poets have written about it: love, war, hope, oppression, the ocean, the prairie, what it means to be different, why we try sometimes to make everyone the same... And they've written about these topics in all kinds of styles, even inventing new ways of writing just to name the feelings that it's sometimes hard to explain. And they've also given voice to the margins. This course will highlight poets of color, queer poets, and women, for whom poetry became an essential way to get their voices heard.

American Voices from the Margins

1 Trimester, Credit: 1

How does one deal with being an outsider? Or with oppression? For many American writers, the answer has been to explore their origin culture more deeply, showing how their heritage is a vital part of the American identity. Others resist definitions and categories. And many marginalized storytellers bend genres to fit their unique stories. Writing about the past, while looking to the future for change, culturally marginalized writers are the subjects of this class.

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 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.

ENGLISH

Oscar Wilde: Feeling Deeply, Thinking Radically

1 Trimester, Credit: 1

This course will offer an in-depth study of one of literature's true radicals. Oscar Wilde was openly queer in Victorian England, a time and place known for its strict morality. Witty, angry, and very often sad, his innovative stories, plays, and social commentary challenged his contemporaries to rethink their ideas about the world. He was ahead of his time—and it turns out we're still catching up. Spend some time with his writings and see if you think the same way you used to.

Children's Literature

1 Trimester, Credit: 1

This course delves into the first genre of literature we encounter in infancy, and a genre that captivates the minds of artists and filmmakers even beyond their childhood. Students will explore diverse genres, from fairy tales to fantasy, and analyze storytelling techniques that engage young minds. Through creative activities like writing their own children's narratives and designing book covers, students will express their creativity and deepen their understanding of the universal themes in children's literature. By examining cultural and historical contexts, students will gain insight into the enduring appeal of these stories, as well as contemplate how the genre has evolved to be a conversation outside of the classroom or nursery. Ultimately, students will emerge with a profound appreciation for the power of children's literature to inspire imagination and instill valuable life lessons. There might even be some service trips to engage with the readers of these texts, or a trip to explore the minds of authors who transformed Children's Literature, like Eric Carle!

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.

The Art of Conversation

1 Trimester, Credit: 1 in English or Art

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, 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.

Yearbook

1 Trimester, Credit: 1

In this class, students will dive into the world of publishing through the construction of the next edition of Forman's yearbook, "The Shield." Throughout the course we will explore the various elements of publishing a text from concept development through construction and publication. Students will develop journalistic skills by interviewing athletes and brainstorming features that commemorate campus events, capture what it means to be a Forman Lion through photography and graphic design, learn the power of editing and constructing concise writing, and explore what it takes to make a book: start to finish.

ENGLISH

Unreal Worlds Honors

Honors Level Course

3 Trimesters, Credit: 3

In this class, students will look at stories in the related categories of Utopianism and Dystopianism while exploring themes such as Ethno/Religious Nationalism, “Development”, Pluralism, Jineology, Democratic Confederation, Indigeneity, and Anarchism. The course explores fiction that utilizes worldbuilding to unpack characters and settings that reveal tensions and undercurrents within society, and how what we can garner from those societies. We will analyze these stories by delving into the forces driving these societies and the characters that occupy them and how these characters respond, progressively developing our own views on what kinds of societies we can and should envision for ourselves and taking a critical eye to the systems we and institutions we encounter.

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.

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), Kara Walker (visual artist), Adrienne Mariee Brown, and Alison Bechdel (graphic novelist).

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 investigate moments of 'greatness' from the 19th and 20th centuries, and consider the impact of the United States increasing global role in the 20th Century. 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

Case Studies in American Democracy Honors

Honors Level Course

3 Trimesters, Credit: 3

This course was initially developed by Professor David Moss of the Harvard Business School and has been adapted for high schools by the Case Method Project. The course description listed below is crafted from the course description provided by the Case Method Project.

Today we often hear that American democracy is broken - but what does a healthy democracy look like? How has American democratic governance functioned in the past, and how has it changed over time? This course approaches American history with these questions in mind. Based on the case method, each short reading will introduce students to a different critical episode in the development of American democracy, from the drafting of the Constitution to contemporary fights over same-sex marriage. The discussion-based classes will encourage students to challenge each other's assumptions about democratic values and practices and draw their conclusions about what "democracy" means in America.

HISTORY & SOCIAL SCIENCES

Significant Cases of the Supreme Court

Also Offered at the Honors Level

1 Trimester, Credit: 1

Since its first decision in 1791, the Supreme Court has been setting precedents for the legal system in the United States that have garnered both praise and criticism. Many decisions have been controversial, and for some, the decisions made decades ago do not hold to contemporary cultural ideals. This course will examine some of the most poignant Supreme Court decisions in United States history, including *Marbury v. Madison*, *Dred Scott v. Sanford*, and *Brown v. Board of Education*. Students will examine the effect that these decisions have had on U.S. culture and the lives of everyday Americans. At the end of the course, the class will choose a past decision to put on trial.

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.

The Presidency

Also Offered at the Honors Level

1 Trimester, Credit: 1

45 people have served as President of the United States. This class will examine the role of the "leader of the free world" through a holistic approach. The class will research historical elections and presidents from significant eras in our history, and look at and debate the qualifications of the office. Students will also study the Electoral College process to try and determine the best way to elect the President. We will also examine upcoming and/or recent national elections.

Wilderness Chronicles: Exploring the History of American National Parks

1 Trimester, Credit: 1

From the peak of El Capitan to the summits of Death Valley, dive into the wonder and beauty of the American National Park System and its astonishing history. The course introduces students to contemporary issues in managing the places and programs that make up the U.S. National Park System. Students will learn about the history, values, viewpoints, and ideas that are represented in the more than 400 units of the National Park System, which stretches from Guam to Maine and Alaska to the Virgin Islands. The class will also contemplate the role of the federal agency in charge of the parks, the National Park Service (NPS), including its work in community recreation and historic preservation. The course emphasizes the unprecedented challenges the national parks face in the coming decades, such as climate change, budget shortfalls, and the need to make the parks relevant to an ever-more-diverse society. This course description and curriculum is adapted from the George Wright Society, a group dedicated to the education and connection of National Parks to the United States.

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. This 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.

HISTORY & SOCIAL SCIENCES

US LGBTQIA History

2 Trimesters, Credit: 2

Being attracted to someone of the same sex, or not identifying with the sex one was 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 trace the evolution of how terminology pertaining to the queer community has changed over time. From the first criminal conviction for same-sex activity in Colonial New England through to the Supreme Court's decision on *Obergefell v. Hodges*, students will analyze primary sources to find where queer voices are and are not represented. Students will have ample opportunities for independent projects that will allow them to pursue the research avenues that are most compelling to them.

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.

WORLD HISTORY ELECTIVES

Resistance During the Holocaust

Also Offered at the Honors Level

1 Trimester, Credit: 1

Throughout WWII and the Holocaust, countless individuals and organized groups resisted the hate of Adolf Hitler and the Nazi party. This course asks how people have the ability to fight back, especially when facing extraordinary hardship and persecution. How can you resist from far away? How can you resist without any resources? Through the analysis of these historic acts of resistance, racism, and antisemitism, students will engage with how this affects our world today, and evaluate their position as citizens of communities, local and far reaching. While the content of the course will be anchored in the past, students will be asked to consider the question, "When you see something ethically wrong, what do you do?"

From The Terror To Toussaint: The French & Haitian Revolutions

1 Trimester, Credit: 1

How revolutionary does a revolution need to be? What do changes in power structure accomplish at both macro and micro levels? How have other revolutions dealt with issues of wealth inequality, slavery, colonialism, and sovereignty? Through exploring the Haitian Revolution, led by Toussaint L'Ouverture, students will explore a unique revolution that challenged ideas of slavery, enlightenment, and ownership in the wake of the French Revolution. They'll explore themes related to the development of social classes through economic and racial inequity as well as the complicated history of multi-tiered slavery systems within the Caribbean.

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

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.

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.

Flood Myths of Ancient Civilizations

1 Trimester, Credit: 1

What do cultures from the Neolithic and Bronze Ages from all six inhabited continents have in common? People from these regions, though disconnected by geography and time, have told flood myths at the center of their cultural traditions. Students may be familiar with the floods told of in the Epic of Gilgamesh and in the Old Testament, but these examples are just the beginning. This course will use flood myths as a vehicle for a survey of global ancient civilizations. Students will have the opportunity to examine stories from Africa, the Americas, Asia, Europe, and Oceania while simultaneously studying the life ways of the peoples who told them.

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.

HISTORY & SOCIAL SCIENCES

OTHER ELECTIVES

Microeconomics Honors

Honors Level Course

1 Trimester, Credit: 1

Prerequisite: Integrated Math III

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.

Macroeconomics Honors

Honors Level Course

1 Trimester, Credit: 1

Prerequisite: Microeconomics Honors

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.

The Echo of the Lion's Roar

1 Trimester, Credit: 1

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.

Ford to F1 - History of Cars to Racing

1 Trimester, Credit: 1

Ford to F1 is a course exploring the history and evolution of the automobile, from fruition to its current stardom on the F1 stage. How, in just over a hundred years, did the automobile become a modern American household staple? How did the automobile go from a top speed of 42 miles per hour to now regularly topping 200? What are the cultural implications of the automobile over time, and how will it affect our future? If you like summer drives through the countryside, getting your oil changed, and seeing a Rivian in the wild, this course is for you.

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.

Chemistry

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Co-requisite: Integrated Math III

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.

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.

SCIENCE

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.

CHEMISTRY

Chemistry

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Co-requisite: Integrated Math III

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

Prerequisites: Chemistry, Integrated Math III

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

Prerequisites: Chemistry, Integrated Math III

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 and will include a study of buffers and their relationship to climate change. We will end the course with a study of oxidation-reduction reactions and the chemistry behind batteries. 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, with opportunities for students to design portions of experiments. 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

Prerequisites: Chemistry, Integrated Math III

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, with opportunities for students to design portions of experiments. 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 investigations 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. The course will culminate in solving a campus "crime."

SCIENCE

ANATOMY AND PHYSIOLOGY

(will satisfy Biology requirement, if needed)

Three courses are required to earn three full credits.

The Anatomy of Movement

1 Trimester, Credit: 1

In this course, students will understand the function of bones and learn the 206 bones of the human body. Students enrich their understanding of the human skeletal system (as an animal system) by dissecting owl pellets, identifying rodent bones, and making a model of the skeleton of the rodent. In addition, students will be extending their knowledge of bones to include their interaction with different muscles in the structure and function of synovial (i.e. moveable) joints. Labs and lab reports will be part of the curriculum.

The Brain and Nervous System Anatomy

1 Trimester, Credit: 1

In this course, students will understand the structure of the brain and other parts of the nervous system, including nerve cells, spinal and cranial nerves as it relates to their function in controlling animal systems. Students will also understand the inner workings of the eye, ear, and other sensory structures, and their role in maintaining homeostasis. Laboratory dissections of different nervous system structures will accompany class lectures and hands-on activities.

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.

CLIMATE CHANGE AND SUSTAINABILITY

A Warming World

1 Trimester, Credit: 1

Climate change, despite its controversial nature, is a weather-based phenomenon that is changing the dynamics of all life, humans included. It has altered the migration of animal species around the globe, and slowly eliminated environments where so many species thrive. The course will act as a guide through understanding the role that Climate Change has on our homes and our world. Though it seems hard to predict or anticipate the future, a few hands-on labs may give us insight into the future and past trends. The class will consist of collecting and analyzing data from various aspects of our environment from weather to water to trees, and collaborating with a conservation center on the coast of Connecticut, while also researching past patterns of weather to compare data sets to garner a clear understanding of how our world is changing. Overall, it will be up to the class as a whole to determine the effects that climate change has on our home and all of its inhabitants.

Sustainable Societies

1 Trimester, Credit: 1

In this course, students will contemplate the essential question: What are the interactions between humans and their environments? The class will look to explore how cultures and societies around the world interact with the ecosystems that surround them. The course will also spend time exploring how certain cultural practices have led to climate change, biodiversity loss, and global unsustainability. In this course, we will take an anthropological approach to sustainability and spend time exploring cultural

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systems and practices that affect sustainability while also contemplating how we might consider innovative solutions to help preserve our planet.

Becoming a Climate Change Pioneer

1 Trimester, Credit: 1

Prerequisite: A Warming World or Sustainable Societies

Climate Change is a global emergency that transcends borders and requires coordinated global initiatives and interventions to navigate. Today's young people will become pioneers in innovation as we move further into the 21st century. This course will weave together climate biology, theories of sustainability, and international relations to engage deeply with the topic of climate change as a global emergency. It will be an immersive experience where we will explore topics of climate change across the globe, how it impacts communities, and in what ways communities are coming up with creative solutions and sustainable practices. This course will culminate in a long-term project where students will create their proposal for change utilizing their learning from previous trimesters to bring together a holistic perspective around climate change.

CONSERVATION AND WILDLIFE SCIENCES

International Wildlife 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 case studies. This is a project-based and a chance to work with endangered species in CT.

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.

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.

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

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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

Honors Level Course

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/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.

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.

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HEALTH AND PHYSICAL EDUCATION CLASSES

The Integrated Health and Physical Education curriculum embraces a holistic approach to health and overall wellness, ensuring a well-rounded exploration of essential concepts related to personal well-being and physical fitness. Students actively participate in a combined one-semester course, achieving a harmonious balance between Health and Physical Education. The Health component specifically targets mental, physical, and emotional well-being, addressing topics tailored to students during adolescence. Concurrently, the Physical Education segment engages students in diverse physical activities, fostering physical fitness, teamwork, and motor skills development. The curriculum is meticulously crafted to equip students with indispensable tools for navigating life comprehensively. Evaluation for this integrated course is conducted on a Pass/Fail basis, promoting a holistic assessment of students' health knowledge and physical capabilities, ultimately empowering them to actively maintain their overall well-being.

Health and Physical Education 9

1 Trimester, Credit: 1, Pass/Fail

This foundational course seamlessly blends Health and Physical Education, providing 9th-grade students with a thorough exploration of well-being. The Health component lays the foundation for holistic health, encompassing mental well-being, decision-making, nutritional awareness, and self-esteem. Concurrently, the Physical Education segment introduces fundamental concepts of aerobic fitness and weight training, contributing to improved cardiovascular health and strength. Various physical activities, both individual and team-based, are incorporated to foster a well-rounded understanding of fitness and teamwork.

Health and Physical Education 10

1 Trimester, Credit: 1, Pass/Fail

In the sophomore year, this course builds on the foundational concepts introduced in the freshman curriculum. The Health component of the course emphasizes stress management techniques, nutritional foundations, and essential topics encompassing alcohol awareness, drug education, sex education, and tobacco prevention. Simultaneously, the Physical Education component of the course explores a variety of activities, promoting the further development of students' physical abilities. This holistic approach encourages students to enhance their athletic prowess while cultivating a profound appreciation for sportsmanship and overall physical fitness.

Health and Physical Education 11

1 Trimester, Credit: 1, Pass/Fail

In the junior year, this course combines an exploration of social dynamics with physical activities for 11th-grade students. The Health component of the course delves into intellectual prowess, the significance of establishing healthy boundaries, empathy, stress-coping mechanisms, and optimal nutrition for performance. Concurrently, the Physical Education component encompasses a variety of activities, fostering the enhancement of students' physical abilities, teamwork, and a broad appreciation for diverse athletic pursuits within this integrated curriculum.

Health and Physical Education 12

1 Trimester, Credit: 1, Pass/Fail

In the culminating year, seniors explore advanced topics in mental health advocacy and refine social and relationship skills, while fostering critical thinking. The Health component of the course covers conflict resolution, diseases, environmental and community health, along with first aid and CPR. Simultaneously, the Physical Education component of the course includes a diverse range of activities, contributing to the preparation of seniors for a lifelong commitment to holistic health and a variety of recreational pursuits beyond high school.

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

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

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

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

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

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

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language progression can be monitored. At the completion of this course, students should be able to 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 will be 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 Honors 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

Introductory Ceramics

1 Trimester, 1 credit

Introductory Ceramics is a course for students who are new to ceramics at Forman. In this class, students will primarily develop hand building skills, learning pinch, coil, and slab techniques for building. As students progress and build skills, opportunities for learning to throw on the wheel may arise. Students will learn and implement different surface design techniques throughout the creative process, from wet clay to glazing. Students will build an understanding of studio practices, firing techniques, and terminology.

Ceramics

1 Trimester, 1 credit

Prerequisite: Introductory Ceramics

Ceramics is a course for students looking to advance their pottery skills at Forman, either expanding their exploration of hand building techniques or developing their practice throwing on the wheel. Students will be challenged to focus on refining their work, responding to more defined prompts to inform the creative process, and using different techniques throughout the development of their pieces. A higher weight will be placed on creating pieces that balance form and function with sculptural, creative aspects. Students will further build their understanding of studio practices, firing techniques, and terminology, potentially assisting in these practices.

Metalsmithing Fundamentals

1 Trimester, Credit: 1

Students will engage with metals and jewelry-making through fundamental projects and skill-building. Effectively sharing the metals room will be prioritized with shop safety, clean-up, learning how to use correct terminology, and deepening respect for the artistic practice. This class will help students to make skill samples step-by-step and build confidence in a room with challenging tools and materials. Students will plan and create projects that apply the skills learned in a meaningful way. By the end of the class, students will have created at least three finished and polished projects along with an assortment of skill samples with which they can take pride.

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 personal projects that are thematically tied to their classmates. Students will also engage in research of metalworking techniques, history, and aesthetics. A component of drawing is utilized as part of planning project intents and sketching out ideas to share. While this course is individually tailored, fundamental vocabulary, historical understanding, and demonstrations will lead the classroom community to success.

Studio Art

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 - Portfolio Preparation

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

2 Trimesters, Credit: 2

In this course, students will begin or build upon a portfolio of work for their college applications or personal achievements. 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.

Storytelling through Illustration

1 Trimester, Credit: 1

This course will build on the current drawing and painting skills of a student who is inspired to explore storytelling through visual images. Students will be challenged to explore existing myths and stories to create personal interpretations through their own illustrations. There will be a variety of visual storytelling from comics and graphics to allegorical painting. As part of the course, students will choose a visual storyteller to research and share. There will be daily starter activities to develop skill, and students will keep an ongoing sketchbook. There will be three more in-depth projects; one inspired by another artist, one intended as a personal narrative/myth, and one that will be a story interpreted in multiple ways.

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, sautéing, 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 crème brûlée, 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

1 Trimester, Credit: 1

Prerequisite: Introduction to Digital Photography

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

ART

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.

Advanced Photography

1 Trimester, Credit: 1

In this course, students will develop a photographic portfolio in either darkroom or digital photography. 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.

THEATER AND DRAMATIC ARTS

Acting I

1 Trimester, Credit: 1

The class is meant to help students learn about the craft of acting through the use of improvisation games and theater exercises. Memorization, rehearsal, and performance of selected scenes and monologues from a variety of classic and contemporary plays in various genres will also be expected. Students will learn 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 anyone and can help build basic skills such as memorization and public speaking.

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. Memorization, rehearsal, and performance of selected scenes and monologues from a variety of classic and contemporary plays in various genres will also be expected.

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.

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.

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, 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.

Evolution of Musical Theater

1 Trimester, Credit: 1

This course is designed to show how the evolution of musical theater 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 theater. 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 theater. We will focus on their impact not only in regard to theater but also their relevance to society at the time. Projects will include writing a short review for each of the musicals that we watch. 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.

ART

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 advertising and dive into the filmmaking concepts of commercial making as well as the psychology behind advertisements. Students will first learn the basics of psychology and how it relates to the advertising field. Students will also learn about filmmaking, specifically the filmmaking process for 30-second-long commercials. Students will combine the psychology and filmmaking portions of class into the making of their own commercials.

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.*

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. Students will learn the components of Popular songs and build technical and musical skills needed to compose drum grooves, chord progressions, melodies, and bass lines utilizing MIDI keyboard technology and Logic Pro X in the music lab. Additionally, students will utilize analog equipment to record audio in the music studio.

ART

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 trimester. Those who are interested in more performance opportunities will be encouraged to develop a solo repertoire.

COURSES FOR STUDENTS WITH PRIOR MUSICAL EXPERIENCE

Instrumental Ensemble

1 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.

Percussion Ensemble

1 Trimester, Credit: 1

Percussion Ensemble is designed for students with some prior experience playing percussion instruments. This unique ensemble will prepare repertoire in Latin, Brazilian, West African, Classical, and Contemporary Popular music styles. In addition to learning authentic rhythms, students will learn proper technique on various percussion instruments. Additionally, students can expect to build their rhythmic vocabularies both by ear and by utilizing a variety of forms of written notation (eg: standard, grid, MIDI) throughout the course.

Advanced Instrumental Ensemble

By Teacher Recommendation Only

3 Trimesters, Credit: 3

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.

Music Theory and Composition

1 Trimester, Credit: 1

This course is for highly disciplined and motivated music students. The class teaches students how music is constructed through harmony, melody, and form. Topics include notation, ear training, sight singing, composition and basic piano skills. Daily practice and homework completion are an absolute must and assessments will include dictation quizzes, analysis, composition projects, and skill trainers through an online resource.

PROMETHEAN PROGRAM

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?