

# FORMAN SCHOOL



2026 - 2027

CURRICULUM GUIDE

# COURSE CATALOG

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# INTRODUCTION

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In the Forman trimester system, students will focus on in-depth learning experiences. Classes will meet every other day for an extended instructional block throughout each trimester. Courses in the trimester schedule emphasize depth of understanding rather than mere content coverage. This emphasis supports the development of the essential skills of a discipline. It also supports the development of the reading and writing proficiencies 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 Academic Office. 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 families are included in this process.

## **Course Credits**

The course credit distribution for 2026-2027 in our trimester schedule is: a one-trimester course meets every other day and is worth 1 credit; a three-trimester course is worth 3 credits. Students who withdraw from a course before 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.

## **Course Distribution and Requirements**

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

## **Attendance/Loss of Credit**

Students are expected to attend all of their academic classes. If a student has seven unexcused absences in a class in a given trimester, or the equivalent due to tardiness, they will lose credit for that class. If a student loses credit in two classes in a trimester, they will be forced to withdraw from Forman.

## **UConn Early College Experience**

UConn Early College Experience (UConn ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head start on a college degree and other post-secondary opportunities. UConn ECE Instructors are high school teachers certified by the University and affiliated with their corresponding academic department. UConn ECE Instructors foster independent learning, creativity, and critical thinking - all important for success in college and careers. Forman offers a UConn course in English. To support rigorous learning, University of Connecticut academic resources, including library and online classroom access, are available to all UConn ECE Students.

For additional information about UConn ECE, you can visit <https://ece.uconn.edu>

# GRADUATION REQUIREMENTS

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Students in all grades take a minimum of 21 credits each year, including at least 7 credits per trimester. 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 (or through Algebra II)  
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 Cognition & Learning  
3 Credits of Post-Secondary Planning  
6 Credits of Art  
6 Credits of a World Language (strongly recommended, but not required)  
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 will not receive a Forman School diploma until that course has been made up in an approved summer school, including Winterim courses.

## **PG Year**

3 Credits (Year Long) UConn ECE English Course  
3 Trimesters of Executive Function Coaching  
Options for College Coursework Beyond the Forman Campus: up to 2 additional college courses  
1 Credit of Post-Secondary Planning II  
1 Credit of Health & Physical Education  
2 Credits of The College Classroom: Strategizing for Success  
Additional Forman courses for credit requirements  
1.5 Credit Winterim  
15 hours of Community Service

# COGNITION & LEARNING

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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 year-long departmental course tailored to their unique learning profile. 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 Cognition & Learning teacher, as well as other colleagues who worked closely with the student in the past.

## **Foundations of Literacy**

*3 Trimesters, Credit: 3, Pass/Fail*

Foundations of Literacy is a specialized literacy course designed for students with dyslexia who need explicit, systematic instruction in the foundations of reading. The class focuses on helping students understand how the English language works so they can become more accurate, confident, and fluent readers. Instruction is delivered through a structured literacy approach, providing direct, sequential teaching of sound-symbol relationships and the patterns that govern written language. Students practice phonemic awareness skills such as isolating, blending, segmenting, and manipulating sounds: essential abilities that support accurate decoding.

A major emphasis of the course is decoding multisyllabic words through syllable types, syllable division strategies, and common spelling patterns. Students also strengthen encoding (spelling) skills alongside reading, reinforcing the reciprocal connection between reading and writing. Morphology is introduced to help students recognize prefixes, suffixes, and roots, enabling them to unlock the meaning and pronunciation of longer, more complex words. Repeated practice, guided reading, and immediate corrective feedback help students build automaticity and move toward greater reading fluency.

The course also supports vocabulary development and reading comprehension by ensuring students can accurately access the words on the page without cognitive overload. Multisensory techniques—engaging visual, auditory, and kinesthetic pathways—are used to deepen learning and retention. Through consistent structure, cumulative review, and targeted intervention, students develop the foundational skills necessary to become more independent and fluent readers across academic settings.

## **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.

## **Metacognition and the Brain**

*1 Trimester, Credit: 1; Pass/Fail for Students New to Forman*

This course, offered in the fall trimester for students new to Forman, lays the foundation for individual growth in the classroom setting and beyond. Students will be introduced to the topics of metacognition, neuroscience, and executive functions, and how each of those areas impacts their ability to manage their daily lives. Through an understanding of how the brain works, students will learn why certain tasks are easier for them while others are more challenging. As they progress through the course, students will reflect on their own educational experiences and gain greater insight into how they learn. Students will leave this course with the knowledge necessary to utilize effective strategies for their continued growth and development.

# COGNITION & LEARNING

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## **Applying Executive Function Strategies**

*2 Trimesters, Credit: 2, Pass/Fail for Students New to Forman*

*3 Trimesters, Credit: 3, Pass/Fail for Returning Students*

In this course, students will learn and implement strategies and routines designed to specifically target areas of challenge in their daily lives at Forman, while also preparing them for postsecondary life. This includes but is not limited to long-term planning, task initiation, task completion, organization, time management, goal setting, and cognitive flexibility. Through individual and small group instruction, students will focus on strategies tailored to their areas of greatest need. This course will introduce strategies and routines that can be applied in many areas of their lives, and will create a process through which students can determine which strategies are most beneficial for them. Students will apply these strategies directly to the coursework in their academic courses using assignments and materials from the classes they're enrolled in. There will also be a focus on developing and using effective routines for the morning, study hall, and nighttime portions of the day. By applying these strategies and refining them over time, students will learn to become more effective, self-determined learners.

## **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 coursework. Coaching provides a non-judgmental 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.

## **Academic Writing**

*3 Trimesters, Credit: 3, Pass/Fail*

This course is designed to build sustainable writing habits through process-oriented and learner profile-differentiated instruction in research-based strategies for effective written expression—with a focus on idea substantiation, structural organization, and task management. Strategy-based instruction guides students’ cross-curriculum composition skill development through the standard writing process of planning, drafting, revising, and editing, while nurturing critical thinking skills that involve finding, evaluating, synthesizing, and documenting source analysis. Through scaffolded writing practice and actionable feedback, students develop a deeper awareness of their thinking dispositions as the foundation for confidence and proficiency in evidence-based, purpose-driven written expression.

## **Applied Writing**

*1 Trimester, Credit: 1, Pass/Fail*

This course is designed to facilitate task-based learning by providing cross-curricular writing support for academic subjects, with an emphasis on clarity, transitions, effective punctuation, word precision, and sentence complexity. Through differentiated and feedback-based instruction, students pursue individual tracks of chosen tasks that serve as learning vehicles for applying personalized writing strategies, utilizing assistive technology, as well as strengthening writing task management skills—with the overarching objectives to address individual challenges in the standard writing process, foster confidence in written expression, and build academic independence on their journey of self-empowerment through writing.

# POST-SECONDARY PLANNING

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All students in grades 11, 12, and PG 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. PGs take a one-trimester course in the fall trimester, and a two-trimester course in the winter and spring trimesters.

## **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 postsecondary 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, PG**

*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 allowed to individualize their curriculum based on their specific application needs. Incorporated into this unique curriculum are the implementation of time management, self-advocacy, and organizational strategies that can be used at the post-secondary level.

## **The College Classroom: Strategizing for Success - PG only**

*2 Trimesters, Credit: 2, Pass/Fail*

This course, designed to round out the postgraduate academic programming at Forman, is a course that prepares students for their experience with college-level academics. The course is structured as a means to introduce students to the academic elements as well as critical resources needed for a successful transition to college coursework and the college experience. The course will focus on building skills in exam preparation, research methods, research acquisition, and the production of research-based projects, critical reading and analytical skills, as well as navigating the necessary resources needed for college success. At the end of the course, students will have produced a research-based project of their own design that showcases the skills needed for college-level coursework. Students will also have the opportunity to talk with college faculty across disciplines to gain guidance and a greater understanding of the college experience.

# ENGLISH

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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 pay close attention to words and ideas as we learn together. Focusing on essential reading and writing skills will solidify understanding of 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 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

### **English 10**

*3 Trimesters, Credit: 3*

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 9th-grade English skills 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, analytical writing, and creative writing. Two central texts may include *Of Mice and Men* by John Steinbeck, *Frankenstein* by Mary Shelley, *The Catcher in the Rye* by J.D. Salinger, *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 U.S. to the present, students in this course will add to 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 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.

## UPPERCLASSMEN ENGLISH COURSES

*(11TH, 12TH, PG)*

### **Science Fiction**

*1 Trimester, Credit: 1*

Could time travel be possible? Do aliens exist? Will AI eventually take over the world? Science fiction has been exploring these questions and more for decades. In this course, students will explore some of the classic science fiction ideas, thinking about how authors reflect their own reality by predicting the future. While we will examine written texts, possibly including authors such as H.G. Wells, Octavia Butler, Anne McCaffrey, and Philip K. Dick, we will also consider science fiction in film and television.

# ENGLISH

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## **Exploring the Human Experience: The Selected Works of Joyce Carol Oates**

*1 Trimester, Credit: 1*

This elective course will delve deeply into the works of renowned American author Joyce Carol Oates, exploring her examination of human psychology, societal pressures, family dynamics, and personal identity. Students will engage in discussions, readings, and a final project that challenge their understanding of the human condition and develop higher-order critical thinking skills. The course will focus on Oates' thematic approaches to violence, gender, trauma, societal expectations, and power dynamics. In addition, her unique narrative style will be examined. Students will understand Oates' literary style and themes. This course is designed to captivate students by examining Oates' writing's multifaceted and often unsettling nature while challenging them to think critically about their perceptions of identity, society, and morality. It offers a blend of literary analysis, creative expression, and thematic exploration, making it both intellectually stimulating and personally engaging.

## **Long Story Short: Storytelling Through the Eras of Taylor Swift**

*1 Trimester, Credit: 1*

Dear Reader,

This course will take a deep dive into Taylor Swift's discography, focusing on the artist's ability to tell a full story through the creation of her albums. You don't need to be a full-blown "Swiftie" to take this course; even having a tiny bit of interest in or curiosity about her work could make you a good candidate! Those taking this course will, one album at a time, work with their classmates to unpack not only the individual story that each song tells, but also the story of each album as a whole. Using collaborative brainstorming, close reading techniques, and thoughtful analysis of the themes embedded in Swift's music, students will begin to unpack how a character can drive a story forward and how emotions can be built and manipulated through effective language choices. Students will also discuss the many real-life lessons explored in Swift's work because, honey, life is just a classroom. Students will also look into the value of having background information on an author while analyzing their work. Those taking this course will work with their teacher and peers to unravel Swift's masterful technique, to then use as inspiration for their own creative storytelling.

## **Black Voices in America**

*1 Trimester, Credit: 1*

What does it mean to be American? Black writers have always had a unique perspective on this question, given America's history of enslavement and racial oppression, coexisting with ideals of freedom, justice, and equality. This course explores the essential contributions of Black authors to American culture and literature by focusing on stories, plays, and poems from three key eras of American history: the Harlem Renaissance, the Civil Rights era, and contemporary America.

## **Supernatural Horror**

*1 Trimester, Credit: 1*

Vampires, witches, and ghosts, oh my! Why do these supernatural beings have such a hold on our imaginations? What deeper issues do writers use them to explore? Are ghost stories really about trauma? Are witches feminist icons in disguise? In this class, we will explore classic and contemporary depictions of supernatural beings, or human beings playing with dark forces that get out of their control. Along with the undead and ghosts, we might analyze: haunted houses, demons, and formless nameless horrors in the dark... Supernatural Horror is about what isn't human. In other words, it's really about what humans are, or say they are, or wish they weren't. Let's explore!

## **Tragedy!**

*1 Trimester, Credit: 1*

Why do we enjoy sad stories? Why are sad things sometimes beautiful? One of the oldest genres of literature in the world is tragedy: the telling of sad stories on stage. In this class, we will explore classic and contemporary examples of tragedy and try to figure out why the saddest stories are sometimes the most impactful. Plays may include tellings or retellings of ancient Greek mythology, or plays about history and war, or investigations of social injustice in contemporary America.

# ENGLISH

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## **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!

## **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.

## **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 will spend time workshoping and critiquing their own and each other’s work, as well as analyzing films to discover what works and what doesn’t.

## **Reading and Writing Short Fiction**

*1 Trimester, Credit: 1*

In this class, students will engage creatively and analytically through reading short stories from the 90’s and 2000s. This course will begin with a focus on the basic building blocks of short stories - setting, character, conflict, and dialogue - then dive deeper into morality, empathy, human nature, and justice. Authors to be considered include George Saunders, Lauren Groff, Ling Ma, Nana Kwame Adjei-Brenyah, and others.

## **Sports Stories**

*1 Trimester, Credit: 1*

What do 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, the 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.

## **King of the Who? A Survey of Arthurian Legends**

*1 Trimester, Credit: 1*

With tragic love triangles, wizards trapped in trees, epic quests, battles against both men and monsters, and even an extravagant feast or two, stories of King Arthur, Queen Guinevere, and the Knights of the Round Table have fascinated audiences for a thousand years. Unsurprisingly, this has led to significant variations in the legends, with each new retelling adding to, altering, or entirely upending the stories we think we know. In this course, students will examine Arthurian myths through time. What did they look like early in the telling, and how have they been updated to reflect the values of society today?

# ENGLISH

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## **Creative WorldBuilding**

*1 Trimester, Credit: 1*

The construction of a world can make or break a great story. Understanding the limitations of the world, societal norms, rules, inhabitants, etc., can determine whether a book (or movie) is deemed “good.” From novels to documentaries, the ways in which worlds are constructed and displayed can skew how we understand and interact with a text. This class will explore how worlds are created, what goes into a good world, who the inhabitants of the world are, how they interact with each other, and most importantly, the purpose of the world created. Students will be working towards creating their own worlds that are sustainable, equitable, and functional in both a visual and literary way, while grappling with the larger question of whether we can ever create an equitable world.

## **Junior Honors Seminar**

*Honors Level Course, by Recommendation only*

*Only open to students in 11th grade*

*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. 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 2026-2027 Junior Honors 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 may 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**

*UConn ECE*

*Honors Level Course, by Recommendation only*

*Only open to students in 12th grade and PGs*

*3 Trimesters, Credit: 3*

This UConn ECE course fulfills the ENGL 1007 First-Year Writing requirement at the University of Connecticut. Students will need to pay a small fee to be able to earn UConn ECE credits for this course.

Our friends and the people we love are an essential part of our lives. These relationships support us, shape us, sometimes cause us pain. And they also make for great stories. In this class, we’ll look at classic and contemporary stories of enduring friendship, 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.

## **Unreal Worlds Honors**

*Honors Level Course*

*3 Trimesters, Credit: 3*

In this class, students will look at stories set in worlds different from our own. The course explores fiction that utilizes worldbuilding to unpack characters and settings that reveal tensions and undercurrents within society, and what we can glean from those societies. We will examine how unreal worlds can be used to criticize, satirize, or otherwise represent real-world issues in ways that more realistic fiction perhaps cannot. Students will not only have the opportunity to analyze worlds created by others, but also try their hand at constructing a world of their own.

## **Women’s Voices in Literature Honors**

*Honors Level Course*

*3 Trimesters, Credit: 3*

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

# HISTORY & SOCIAL SCIENCES

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## 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 on corroboration.

## UPPERCLASSMEN HISTORY COURSES

*(11TH, 12TH, PG)*

## **AMERICAN HISTORY ELECTIVES**

### **We the People: The Citizen and the Constitution Honors**

*Honors-level course*

*2 Trimesters, Credit: 2*

Created by the Center for Civic Education, this course challenges students to dive deeper into their understanding of the United States' Constitutional Democracy. In this course, students will grapple with the origins of the Constitution, its historical development, its functioning over 235 years, and the contemporary challenges it faces in the 21st century. Students will participate in mock congressional hearings where they will act as members of Congress defending the Constitution and the Bill of Rights. A unifying goal of the course is competing in the Connecticut state competition in January at Yale University.

### **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.

# HISTORY & SOCIAL SCIENCES

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## **Black American History, 1865 to 1945**

*Also Offered at the Honors Level*

*1 Trimester, Credit: 1*

Black history is American history. This course will demonstrate how we cannot understand major themes in late 19th and early 20th-century American history (such as the development of factories, the growth of cities, and immigration/migration) unless we study Black History. The class will pick up just after the Civil War, and study how, as white Americans waged a violent campaign to strip Black Americans of their newly won Constitutional rights, Black Americans built resilient and thriving communities (in places like Harlem, Chicago, and Tulsa), developed brand new cultural styles in music (jazz and blues) and literature (the Harlem Renaissance), and fought against organized white supremacists who sought to strip them of their rights and humanity. The course will conclude with a focus on articulating all the ways Black Americans reshaped the political, social, economic, and cultural direction of the United States.

## **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.

## **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 are adapted from the George Wright Society, a group dedicated to the education and connection of National Parks to the United States.

## **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.

## **1968: America's Cultural Revolution**

*1 Trimester, Credit: 1*

What do beauty pageant protests, political assassinations, and a debacle of a presidential convention have in common? Instances of each took place in 1968. That year saw uprisings and social change in countries around the world, and the United States was no exception to that season of reform and revolution. What conditions made 1968 so ripe for social and political movements? What long-lasting impact did the activism of that year have? This course will survey major events in the United States happening in 1968 to contextualize that snapshot in time within broader cultural trends of the twentieth century.

# HISTORY & SOCIAL SCIENCES

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## **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.

## **The Desegregation of American Sports**

*1 Trimester, Credit: 1*

Who were the brave men and women who had the courage to change the color of American sports? Jackie Robinson is the name everyone knows, but who are Marion Motley, Chuck Cooper, and the many other athletes who not only changed the sports they loved but also the lives of the children they inspired, and the country that had discriminated against them for generations? This course will allow students to contextualize the changing social history, civil rights efforts, and intersectional realities of American lives of the twentieth century through the lens of sports.

## **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 find 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?”

### **Japan’s Rise to Power**

*Also Offered at the Honors Level*

*1 Trimester, Credit: 1*

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

### **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.

# HISTORY & SOCIAL SCIENCES

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## PSYCHOLOGY COURSES

### **Foundations of Psychology**

*1 Trimester, Credit: 1*

The Foundations of Psychology course is designed to introduce students to the various branches of Psychology. It combines foundational concepts with hands-on research and analysis. Throughout the course, students will explore key psychological perspectives while applying the scientific method to real-world situations. The course includes two major research projects: one focused on memory and the other on classical conditioning. Students will design, conduct, and analyze their own studies for these projects. As a capstone project, students will explore a movie or TV character using the DSM-5 criteria.

### **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.

## OTHER ELECTIVES

### **Microeconomics Honors**

*Honors Level Course*

*1 Trimester, Credit: 1*

*Prerequisite: Algebra II*

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 United Nations Universal Declaration of Human Rights**

*1 Trimester, Credit: 1*

Following the atrocities of World War I and World War II, the United Nations, with the extraordinary guidance of Eleanor Roosevelt, crafted the first global declaration of human rights. The declaration includes a preamble and 30 articles outlining the rights of ALL people. During this class, students will examine how the world's nations, including the United States, are holding up to the standards outlined in the Universal Declaration of Human Rights. For their final project, students will identify and research a community/global need and create a plan to address it that could be put into action.

### **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.

# SCIENCE

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## 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*

*Corequisite: Algebra II*

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 chemistry concepts, problem-solving skills, 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**

#### **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.

#### **Genetics**

*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

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## CHEMISTRY

### **Chemistry**

*Also Offered at the Honors Level*

*3 Trimesters, Credit: 3*

*Corequisite: Algebra II*

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 chemistry concepts, problem-solving skills, 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 Honors**

*Honors Level Course*

*3 Trimesters, Credit: 3*

*Prerequisites: Chemistry, Algebra II*

In this course, students will build on their introductory knowledge of chemistry to engage in more in-depth explorations of complex ideas. We will revisit and expand upon topics such as chemical bonding, aqueous equilibria, acid-base chemistry, and thermodynamics. New topics will include kinetics, oxidation-reduction reactions, quantum mechanics, and organic chemistry. This is a lab science, so labs will be part of the course, both as formative explorations and summative assessments, with an emphasis on designing 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: Pre-Calculus*

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. This course will culminate in solving an on-campus decomposed body mystery.

# SCIENCE

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## **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.”

## **ANATOMY AND PHYSIOLOGY**

### **The Anatomy of Movement**

*1 Trimester, Credit: 1*

In this course, students will understand the function of bones and learn about 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**

### **The Climate Challenge Honors**

*Honors Level Course*

*3 Trimesters, Credit: 3*

Climate Change is one of the most consequential and dynamic challenges of our time. Temperatures and sea levels are rising; severe storms are becoming more frequent and intense; droughts threaten global food supply; and our world is increasingly becoming ill-equipped to withstand these changing, and often unpredictable, environmental conditions. What's worse: it's accelerating. Many argue that climate change is caused by a rigid, short-sighted system of world affairs, and to solve this great, global problem, we need leaders who think differently. In this course, students will dig into the climate science that explains the observed changes in weather. They will track data and learn how to communicate complex systems. They will think deeply about the causes and potential solutions of climate change, and they will work towards a project to make real change here in Connecticut. To solve this global challenge, young people will need to challenge themselves by developing the insights and skills of a changing world, which they will be able to do in this course.

# SCIENCE

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## 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.

### **Wildlife Tracking and Signs**

*1 Trimester, Credit: 1*

Tracking animals is an art as well as a science, and has many unique skill sets. Tracking can provide a storyline as to animal behavior and how animals interact with each other in the same habitat. In this class, students will learn very specific skills in tracking, even identifying adults/juveniles and males/females. Each species has a unique track specific to its needs. We will work as a team to understand the wild neighbors that share the campus.

### **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.

### **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. Inventorying species can influence their status and future management; therefore, we will record all species found and contribute the species list to the Forman School archives.

## 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 will walk through the design and build a mobile robot to play a sport-like game. Each year, the game changes and is announced at the "World's 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.

# SCIENCE

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## **Geographical Information System Mapping**

*1 Trimester, Credit: 1*

This course introduces students to ArcGIS Pro, which is a software that allows users to create and analyze varied data from a given geographical area. Students will gather real-world data that will be used to create interactive maps that provide a visual representation of what is happening within that area. There is a wide variety of applications for this work, including, but not limited to, criminology, land use planning, and conservation. Students interested in data analytics and computer applications would be well-suited for this 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

The 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.

# HEALTH AND PHYSICAL EDUCATION

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The Integrated Health and Physical Education curriculum is grounded in a holistic, evidence-informed approach to lifelong wellness, guided by the Deep Health framework, Long-Term Athlete Development (LTAD) principles, and SHAPE (Society of Health and Physical Educators) America National Standards. These one-trimester courses integrate Health and Physical Education to support the whole student—physically, mentally, emotionally, and socially—during adolescence. The Health component emphasizes interconnected domains of Deep Health, including mental and emotional well-being, stress management, sleep, nutrition, relationships, and personal responsibility, while the Physical Education component promotes physical literacy, movement competence, and confidence through developmentally appropriate activities aligned with LTAD and SHAPE America standards. Together, the curriculum equips students with the knowledge, skills, and habits needed to sustain an active, healthy lifestyle, with assessment conducted on a Pass/Fail basis to emphasize engagement, personal growth, and the application of health and movement concepts for lifelong well-being.

## **Health and Physical Education 9**

*1 Trimester, Credit: 1, Pass/Fail*

*Required for all 9th-grade students*

This introductory course is aligned with SHAPE America (Society of Health and Physical Educators), the national organization that establishes evidence-based standards for health education and physical literacy. In the Health classroom, students are introduced to Deep Health, exploring the interconnected dimensions of mental, emotional, physical, and social well-being to build self-awareness and healthy habits. In Physical Education, instruction is guided by LTAD (Long-Term Athlete Development), which emphasizes age-appropriate physical literacy, fundamental movement skills, and enjoyment of movement to support lifelong participation in physical activity.

## **Health and Physical Education 10**

*1 Trimester, Credit: 1, Pass/Fail*

*Required for all 10th-grade students*

Aligned with SHAPE America (Society of Health and Physical Educators) standards, this course supports the development of students who understand and value regular physical activity for lifelong health. The Health component deepens Deep Health learning by examining how daily behaviors, stress, recovery, nutrition, and mindset influence overall well-being. In Physical Education, LTAD (Long-Term Athlete Development) principles guide continued movement development through varied and progressively challenging activities that promote consistency, confidence, and personal responsibility.

## **Health and Physical Education 11**

*1 Trimester, Credit: 1, Pass/Fail*

*Required for all 11th-grade students*

This junior-level course remains aligned with SHAPE America (Society of Health and Physical Educators), emphasizing the knowledge, skills, and behaviors necessary for physical literacy and lifelong activity. In the Health classroom, Deep Health concepts are applied with greater intention as students explore balance, relationships, stress management, recovery, and lifestyle choices. In Physical Education, LTAD (Long-Term Athlete Development) supports skill refinement, adaptability, and engagement in diverse movement experiences, fostering autonomy and confidence in maintaining health and fitness.

## **Health and Physical Education 12**

*1 Trimester, Credit: 1, Pass/Fail*

*Required for all 12th-grade and PG students*

As a culminating experience aligned with SHAPE America (Society of Health and Physical Educators) standards, this course prepares students for lifelong physical literacy and well-being beyond high school. The Health component emphasizes synthesis and application of Deep Health, integrating mental, emotional, social, and physical well-being across life transitions. In Physical Education, LTAD (Long-Term Athlete Development) principles prioritize lifelong physical activity, self-directed movement, and enjoyment of movement, empowering students to sustain holistic health throughout adulthood.

# HEALTH AND PHYSICAL EDUCATION

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## **Foundations of Dialectical Behavioral Therapy**

*1 Trimester, Credit: 1, Pass/Fail*

This course introduces Dialectical Behavioral Therapy (DBT), focusing on practical skills to enhance emotional regulation, mindfulness, and interpersonal effectiveness. Students will explore mindfulness practices, emotion awareness, and strategies for taking control of emotions through balanced reasoning and lifestyle changes. The curriculum emphasizes acting effectively rather than reacting impulsively, transforming judgments into nonjudgments, and understanding the importance of emotions through validation and acceptance of reality. Topics include coping strategies, self-soothing techniques, mood improvement, goal setting, and relationship building, culminating in the practice of radical acceptance and self-assessment to integrate these skills into daily life.

# MATHEMATICS

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The Mathematics Department provides a stimulating and challenging curriculum for students with various 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 with sound math fluency and 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 calculator at the beginning of the year can purchase one through the School store during the first week of classes.

## **Pre-Algebra**

*3 Trimesters, Credit: 3*

This introductory mathematics course introduces students to foundational algebraic concepts and prepares them for more advanced mathematics. Topics include variables, expressions, integers, solving equations, multi-step equations and inequalities, factors, fractions, exponents, rational numbers, ratios, proportions, probabilities, and percents. Additional topics may include linear functions, real numbers, measurement, area, and volume. Through problem-solving and application, students will develop the skills necessary to tackle algebraic challenges and build a strong mathematical foundation.

## **Algebra I**

*Also Offered at the Honors Level*

*3 Trimesters, Credit: 3*

*Prerequisite: Pre-Algebra*

This course introduces students to fundamental algebraic concepts, emphasizing problem-solving, critical thinking, and real-world applications. Core topics include equations, inequalities, linear functions, systems of equations, and quadratics, with additional topics such as an introduction to exponential functions and scatter plots. Students will develop skills in analyzing relationships, graphing equations, and solving problems using algebraic methods. This course provides a strong foundation for higher-level mathematics and practical applications in science, technology, and everyday life.

## **Geometry**

*Also Offered at the Honors Level*

*3 Trimesters, Credit: 3*

*Prerequisite: Algebra I*

This course explores the properties of shapes, transformations, and spatial reasoning while developing logical thinking and problem-solving skills. Topics include angle pair relationships, classifying triangles, congruence, special quadrilaterals, polygons, similarity, trigonometry, circles, and three-dimensional geometry. Additional topics such as coordinate geometry, constructions, proofs, and applications of probability may be explored. Students will apply geometric concepts to real-world problems, strengthen their reasoning skills, and build a strong foundation for advanced mathematics.

## **Algebra II**

*Also Offered at the Honors Level*

*3 Trimesters, Credit: 3*

*Prerequisite: Geometry*

This course builds upon foundational algebraic concepts, focusing on advanced functions, equations, and mathematical reasoning. Topics include quadratic functions, polynomial functions, rational functions, power functions, exponential functions, logarithmic functions, inverse functions, and an introduction to trigonometric functions. Additional topics such as inferential statistics and matrices may also be included. Students will deepen their understanding of algebraic relationships, enhance their problem-solving skills, and apply mathematical concepts to real-world scenarios. This course prepares students for higher-level math courses and applications in science, engineering, and data analysis.

# MATHEMATICS

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## **Pre-Calculus**

*Also Offered at the Honors Level*

*3 Trimesters, Credit: 3*

*Prerequisite: Algebra II 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, inverse functions, complex numbers, exponential and logarithmic functions, and trigonometric functions and identities, as well as other skills students will need for success in calculus.

## **Calculus Honors**

*Honors Level Course*

*3 Trimesters, Credit: 3*

*Prerequisite: Pre-Calculus and Department Recommendation*

This introductory course explores the building blocks of calculus, the mathematical backbone of fields such as economics, business, biology, and the social sciences. Students will develop a strong conceptual understanding of limits, derivatives, and integrals, using them to observe change, optimize functions, and solve real-world problems. Emphasizing critical thinking and mathematical reasoning, this course provides a strong foundation for further study in advanced mathematics and related fields.

## **Advanced Calculus Honors**

*Honors Level Course*

*3 Trimesters, Scheduled Every Day, Credit: 6*

*Prerequisite: Calculus Honors or Equivalent and Department Recommendation*

This rigorous, college-level course builds on the fundamental concepts of calculus through a blend of theory, problem-solving, and real-world applications. The course will expand on limits and continuity, derivatives, and integration. Topics of further exploration and exposure include improper integrals, partial fraction decomposition, integration techniques, sequences, series, parametric equations, and polar curves. Additionally, this course will introduce differential equations and demonstrate practical integration applications, solving real-world problems in science, engineering, and economics.

## **Probability**

*1 Trimester, Credit: 1*

*Prerequisite: Algebra II*

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

## **Statistics**

*1 Trimester, Credit: 1*

*Prerequisite: Algebra II*

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: Algebra II*

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.

# WORLD LANGUAGE

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

# WORLD LANGUAGE

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## **Spanish IV Honors**

*Honors Level Course*

*3 Trimesters, Credit: 3*

*Prerequisite: Spanish III*

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 nontechnical 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) and will 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*

*Prerequisite: American Sign Language I*

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*

*Prerequisite: American Sign Language II*

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.

# WORLD LANGUAGE

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## **American Sign Language IV Honors**

*Honors-Level Course*

*3 Trimesters, Credit: 3*

*Prerequisite: American Sign Language III*

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, Credit: 1*

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, Credit: 1*

*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 of 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 projects along with an assortment of skill samples.

### **The Art of Metalsmithing**

*1 Trimester, Credit: 1*

*Prerequisites: Metalsmithing Fundamentals*

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.

### **Material Studies**

*1 Trimester, Credit: 1*

Students will explore a variety of materials and processes in this multidisciplinary class. Materials they could encounter include paper, leather, fabric, wood, and fibers. Every trimester, the materials encountered will change, allowing for students to have continuing explorations. By the end of this course, students will have experiences with at least three different materials and/or processes. Students will develop the basic skills needed to become independent and confident makers and learners while experiencing new materials.

### **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.

# ART

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## **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.

## **Advanced Studio Art**

*Prerequisite: Studio Art*

*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**

*Prerequisite: Advanced Studio Art and/or Department Recommendation*

*Juniors, Seniors, and PG*

*1 Trimester, Credit: 1*

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, reflective writing, and artist statements. All students will be required to produce a refined and comprehensive portfolio with specific requirements established in the course syllabus, as well as being responsible for the display and presentation of their work as assigned. Students who choose to repeat the course will need to establish specific goals for independent investigation with the teacher, who extends the scope of the course for that student.

## **CULINARY ARTS**

### **Kitchen Confidence: Cooking Made Simple**

*1 Trimester, Credit: 1, Pass/Fail*

This course is designed to build students' confidence in the kitchen and make cooking accessible and fun while teaching cooking fundamentals, kitchen safety, and basic techniques. The goal of the course is to develop lifelong cooking skills. Students will learn to research and read recipes, prepare a variety of dishes, and better understand ingredients. The class will explore breakfast items, soups, simple side dishes, baking and desserts, balanced meals, and cooking for special occasions.

### **Mystery Basket: Creative Cooking Lab**

*1 Trimester, Credit: 1, Pass/Fail*

This course is designed for students with an open mind and a passion for creativity in the kitchen. Inspired by the television show Chopped, students will explore unique, seasonal, and unconventional ingredients through weekly mystery baskets. Each class challenges students to think critically, adapt quickly, and create cohesive dishes using surprise ingredients. The course emphasizes creativity, flavor development, collaboration, and problem-solving rather than perfection. Students will work independently and in teams while experimenting with techniques, cuisines, and presentations in a supportive, high-energy environment.

### **Behind the Line: Advanced Bistro Practicum**

*Open to students who have successfully completed a Forman School Culinary course*

*1 Trimester, Credit: 1, Pass/Fail*

This advanced course is designed for students who have successfully completed a Forman School culinary course and are ready to apply their skills in a real-world kitchen leadership setting. Students will collaboratively plan, organize, and execute full bistro service. The class will develop a menu featuring an entrée and hors d'oeuvre, assist with ordering, and assign kitchen brigade roles, including sous chef, prep, and dish. Students will rotate leadership responsibilities and act as Executive Chef on service day, overseeing timing, quality, teamwork, and execution. Emphasis is placed on communication, accountability, professionalism, and working under service conditions.

## 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.

### **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*

*Prerequisite: Introduction to Digital Photography or Darkroom Photography*

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 on 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 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.

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

*1 Trimester, Credit: 1*

Through readings, discussions, and rehearsals of One-Act Plays, students will explore foundational 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.

# ART

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## **Theater Production and Design**

*1 Trimester, Credit: 1*

Theater Production and Design is a hands-on course designed to expose students 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 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 musicals from a compiled list and discuss why these musicals changed the face of musical theater. We will focus on their impact, not only regarding theater but also on 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 AND FILM**

### **Film Production: Pre-Production & Screenwriting**

*1 Trimester, Credit: 1*

Every great film begins long before a camera is turned on. In this course, students lay the essential groundwork for a real, feature-worthy short film by diving deep into the world of pre-production. Screenwriting is at the heart of the course, where students will explore story structure, character development, dialogue, and the unique language of the screenplay, working collaboratively to develop and refine an original script that will serve as the blueprint for the entire production. Beyond the page, students will also tackle the full range of pre-production essentials: breaking down the script, creating shot lists and storyboards, scouting locations, casting, building a production schedule, and assembling the creative team. By the end of the course, students will have a polished screenplay, a complete production plan in hand, and a film that is ready to shoot. Students who complete this course will be positioned well to continue into Film Production: Production & Principal Photography, though the skills and experience gained in this course stand on their own as a thorough and rewarding introduction to the craft of cinematic storytelling.

### **Film Production: Production & Principal Photography**

*1 Trimester, Credit: 1*

Lights. Camera. Action. In this course, students undertake the process of turning a screenplay into actual footage through the exciting and demanding process of principal photography. Working together as a full production crew, students will take on defined roles both behind and in front of the camera as directors, cinematographers, sound recordists, production designers, and actors. Students will experience firsthand the collaborative intensity of a real film set. Students will explore key production concepts, including camera technique, composition, lighting for narrative, directing actors, and capturing clean location sound, while also navigating the real-world challenges of scheduling, problem-solving on set, and keeping a production moving forward. Students who were enrolled in Film Production: Pre-Production & Screenwriting will bring a finished screenplay and production plan to the table, while new students will be brought up to speed on the project and assigned meaningful roles. By the end of this course, students will have a raw, unedited, fully shot film that is ready to be shaped into its final form.

# ART

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## **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. They will choose a subject with a particular point of interest for the documentary to focus on. Students will perform research about the subject and then shoot and edit all necessary footage. Once completed, students will distribute and share their documentaries with the community. Students will also study professional documentaries to study the format and improve their own projects.

## **Screenwriting**

*1 Trimester, Credit: 1 in Art or English*

Students will conceive, develop, and write an original, 25-30 page screenplay. This class will dive into the many different elements of dramatic narrative. The first part of the class will cover basic storytelling paradigms and then move into the popular story structures for screenplays and the specifics of screenplay formatting. Students will create their own stories, complete with original characters and theme-motivated plotting. They'll write their scripts and then share them with the class during group "table reads." There will also be one or two assigned movies to watch, for which they'll study the screenplay and examine how it was translated into film. The class will provide students with the time, structure, feedback, and theory to hone their writing skills with a particular focus on story and character development. Students spend time workshopping and critiquing their own and each other's work, as well as analyzing films to discover what works and what doesn't.

## **Advertising**

*1 Trimester, Credit: 1*

This class will focus on 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; parental permission is required. Please contact Mr. Cattey directly at [jerrod.cattey@formanschool.org](mailto:jerrod.cattey@formanschool.org) for more information and 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 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.

### **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.

### **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 the 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.

### **Chorus**

*1 Trimester, Credit: 1*

Chorus 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. Students in Chorus 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*

*Offered in each trimester, allowing students to enroll for a full year if desired*

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.

# ART

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## **Guitar Ensemble**

*1 Trimester, Credit: 1*

This course is designed to develop students' musicianship through a comprehensive approach that includes group and solo performance, listening and analysis, instrumental technique, and music theory. Students will perform a variety of arranged repertoire while also building music reading and composition skills specific to the guitar. Ensemble members are expected to maintain a consistent individual practice routine and are encouraged to participate in the school's private lesson program. The Guitar Ensemble will be featured in multiple performances throughout the academic year.

## **Jazz Ensemble Honors**

*Honors-level course, 3 Trimesters, Credit: 3*

*By Department Recommendation only*

Jazz Ensemble Honors is a yearlong, ensemble-based course designed for students looking to obtain an in-depth study of instrumental jazz performance. Students will receive advanced instruction in instrumental development and technique, advanced sight-reading, music theory, and improvisation. A wide variety of music genres and jazz ensemble repertoire will be presented. Students will learn stylistic interpretation, performance practices, critical analysis, and history. Students will also learn advanced ear training, Jazz improvisation vocabulary, and transcribing skills. Class members will participate in numerous solo and ensemble performances throughout the year and will be expected to maintain a regular daily practice routine. Additionally, Jazz Ensemble Honors students will be encouraged to participate in CMEA competitions and performances outside of the school community.

## **Music Theory I: Fundamentals of Music**

*1 Trimester, 1 Credit*

This course provides students with a foundational understanding of the elements of music through the study of notation, scales, chord construction, rhythm, and time signatures. Students will develop skills in reading and writing music, analyzing musical structures, and ear training, including the identification of melodic intervals and major and minor tonalities. This course is designed to support both performers and non-performers in building a strong musical foundation.

## **Music Theory II: Composition Honors**

*Honors-level course, 1 Trimester, 1 Credit*

*Prerequisite: Music Theory I or testing out through a placement exam*

This course builds upon foundational music theory concepts through the study of composition, harmonic progression, form, and musical development. Students will apply their understanding of notation, scales, and chord construction to create original works, while further developing skills in analysis and ear training. Emphasis will be placed on crafting melodies, harmonizing musical ideas, and exploring a variety of styles and structures. This course is designed to support students in expanding their creative voice and deepening their overall musicianship.

# PROMETHEAN PROGRAM

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The Promethean Program is a talent development experience built around student ownership, purposeful structure, and meaningful progress. Students design a personalized course of study centered on an interest, passion, or emerging talent. With guidance and accountability, they learn how to move from idea to execution through disciplined process, iteration, and craftsmanship. Students work closely with the instructor to refine their vision, structure their time, and set clear milestones. The goal is not simply to complete a project, but to build the habits, resilience, and problem-solving skills required to bring ambitious ideas to life. Progress is measured through growth, reflection, and sustained engagement. The course takes place in a fully equipped fabrication lab featuring 3D printers, a laser engraver, a water jet, milling machines, a plasma cutter, and additional tools that allow students to prototype, test, and produce real work. Students are encouraged to think boldly and execute practically. If they can imagine it, they are challenged to build it.

Upon acceptance into the program, students deepen their concept through targeted exercises designed to clarify purpose, define scope, and identify next steps. Together, student and instructor scaffold the materials, timeline, and benchmarks necessary to achieve results within one or multiple trimesters. Each student creates and maintains a personal website that documents their journey, including weekly reflections that capture progress, challenges, pivots, and insights. Final outcomes vary widely and reflect the individuality of each learner. A student might design and prototype a product, launch a small business concept, collaborate with a community partner, develop an app, produce a film, build mechanical systems, or create original artwork. What remains consistent is the commitment to process, persistence, and excellence.

Regular meetings provide mentorship, accountability, and strategic support. These conversations help students sharpen their vision, stay aligned with their goals, and develop the confidence to navigate setbacks. Students who are motivated to take ownership of their learning are invited to apply by completing the program application.

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?