

Secondary Program (High School) Course Offerings, 2019-2020

*** For mathematics offerings, please see the Math Continuum.**

High School Literature & Writing: U.S. Social Movements and the Power of People Full Year

Instructor: Cam LaFlam

This discussion and project-based class will explore various social movements in the U.S. Rather than serve as a comprehensive history of the United States, this class will investigate social movements through the experiences of ordinary people working together to fight for their rights, freedom, and justice.

Social movements could include the Civil Rights Movement, #MeToo Movement, Black Lives Matter, Undocumented Immigrants Rights, Anti-war Movement, Indigenous Rights, Women's Suffrage, and the March For Our Lives Movement.

The assigned books – predominantly historical fiction, memoir, and nonfiction – will illuminate and challenge our understanding of particular social movements, while humanizing the communities on the frontlines of these movements. Some texts may simply share the stories of those intimately affected.

Students will debate the successes and failures of movements, reflect on strategies and tactics used, and seek to discover how social movements through history to present day are interrelated. They'll have opportunities to create art in response to these movements, think and write critically about history, lead exploratory discussions, and collaborate on projects related to social movements.

Required Texts:

Glimmer of Hope: How Tragedy Sparked a Movement, by The March For Our Lives Founders

Moxie, by Jennifer Mathieu

The Rock and the River, by Kekla Magoon

When They Call You a Terrorist: A Black Lives Matter Memoir, by Patrisse Khan-Cullors and Asha Bandele

Dreamers: An Immigrant Generation's Fight for Their American Dream, by Eileen Truax

Additional books TBD.

Advanced Literature Seminar: Genre Study

Full Year

Instructor: Kirsten Lunstrum

Humans love to categorize, classify, and label. Taxonomies help us make the overwhelming complexity of the world visible and manageable (or so we like to think). In this seminar we'll explore and question the primary method of categorizing literature—genre. What are the benefits of organizing literature by genre? How is genre defined and determined? In what ways does a piece of literature's genre affect the experience of both the writer and the reader? What is the relationship between genre and the market? And what happens when writers defy, bend, or reconstruct genre?

Learners will be expected to read deeply from an ambitious list of texts, as well as to write a minimum of four critical papers, two short creative pieces, and several in-class responses. Each semester will culminate in the creation and presentation of an original project.

Required Texts:

[Romance]

The Age of Innocence, by Edith Wharton

Pride and Prejudice, by Jane Austen

Stories by Lauren Groff, Jim Shepard, Anton Chekhov, and James Joyce

[Sci-Fi/Fantasy]

Never Let Me Go, Kazuo Ishiguro

Parable of the Sower, Octavia Butler

Stories by Karen Russell, George Saunders, E Lily Yu, and Kelly Link

[Mystery/Crime]

The Long Goodbye, Raymond Chandler

The Talented Mr. Ripley, Patricia Highsmith

Stories by Sir Arthur Conan Doyle, Denis Johnson, and Stephen Crane

[Horror/Ghost Story]

Beloved, by Toni Morrison

Stories by Flannery O'Connor, Edgar Allan Poe, Carmen Maria Machado, and Joyce

Carol Oates

Foundations of Essay Writing

Full Year

Instructor: Kirsten Lunstrum

This rigorous high school writing course will focus on the form and construction of the essay. Through readings and intensive group discussions, students will become familiar with the modes of discourse—description, narration, exposition, and argument. Readings will include the textbook *Everyone's An Author* (Lunsford) and the novel *The Good Thief* (Tinti). Emphasis will be placed on understanding and mastering English conventions, grammar, and essay construction, and a major component of the class will be the peer workshop. Revision will be stressed as an essential step of the writing process. Spring Interest Projects will require students to present research papers to a large audience from the community. The course will culminate in the successful completion and presentation of a portfolio of written and revised writing from the year, including: two descriptive essays, two literary analysis essays, one research paper (including an outline, annotated bibliography, and MLA formatted works cited page), one persuasive essay, and three impromptu essays.

Required Textbooks:

The Good Thief, by Hannah Tinti

Everyone's An Author (First Edition, 2016), by Andrea Lunsford et. al (ISBN-13: 978-0393932119)

United States Government and Civics

Full Year

Instructor: Dylan Ruef

United States Government and Civics will be a vigorous exploration of the structures, systems, and values which underpin the United States Government and American civil society. Students will be given the opportunity to not only explore the history of the US government, but will be analyzing America's foundational documents including the *Declaration of Independence*, the *Constitution*, and the *Federalist Papers*. Through their work, students will be enabled to reach their own conclusions about the American political system having explored the opinions and arguments of the very framers who established the Federal Government.

Note: While discussions of political issues and political parties will undoubtedly occur, this is a course which emphasizes the structures and intended functions of the American government and is not an appropriate forum for unfiltered political discussion or debate.

Psychology (MW)

Full Year

Instructor: TBD

Why do we dream? What makes us feel scared or angry? What is the mind-body connection (and why should I care)? Psychology is the study of human thought, behavior, emotions, and more. This course will examine various branches of psychology (cognitive, social, developmental, abnormal) depending on the interests of enrolled students. Options for course content include:

- Exploration of biopsychological processes (ex: Our brains sometimes think we are still being hunted by large animals and tell us to act accordingly)
- Exploration of memory, learning, and sensation
- Exploration of social norms (ex: Why do we all face the same way in an elevator?)
- Exploration of how behavior differs at different ages and stages of life (infancy, childhood, adolescence, adulthood, elderhood)
- Understanding of mental health complexities (depression, anxiety, psychosis etc...)
- Exploration of dreams and dream analysis

Content will be examined via reading, discussion, observation, and experimentation. This will be a kinesthetic, dynamic class, incorporating the scientific method as well as expressive arts (movement, music, art, writing), depending on the interests of enrolled students.

Monster Stories: Myths, Folklore, and Modern Creatures (MW)

Full Year

Instructor: Cam LaFlam

What is a monster? Why are they so prevalent in books, movies, and TV? What does it mean to be human? For what purposes do cultures create monsters? How do monsters allow people to define what is and isn't civilized?

This reading-intensive and project-based class will embrace monster stories of many forms. Jumpstarting the year by reaching back in time to the earliest conceptions of monsters, this class will ultimately explore monsters and the monstrous through the lens of different regions, cultures, beliefs, and time periods.

In addition to reading various myths and folktales, the assigned books will be a blend of novels that expand and complicate the class' understanding of monsters. Themes such as morality, science, politics, disease, community, nature vs. nurture, fear, and isolation may arise.

Expect opportunities for hands-on, collaborative projects, creative writing, analytical writing, and discussions.

Required Texts:

Frankenstein, by Mary Shelley

The Metamorphosis, by Franz Kafka

The Shining, by Stephen King

The Girl from the Other Side (Vol. 1), by Nagabe

World War Z, by Max Brooks

Additional books TBD.

World History: The Cold War (MW)

Full Year

Instructor: Dylan Ruef

This course will undertake a detailed examination of the genesis, course, and conclusion of the phenomenon which hung over the United States from the end of the second world war until the collapse of the Soviet Union: The Cold War. Students will be given the opportunity to learn about what is, perhaps, the defining political event of the second half of the 20th century where the stakes included the existence of life on earth. The course will explore iconic Cold War events like the Berlin Airlift and the Space Race, proxy wars like Vietnam and Afghanistan, and the collapse of the Soviet Union, which set the stage for an unprecedented new era with America as the lone superpower.

Visioneering (Freshmen) (T)

Full Year

Instructor: Cam LaFlam

In this class designed specifically with high school freshmen in mind, we will explore what it means to be a high school student. Work will include determining, setting, and strategizing for success with personal goals; time management and scheduling; study skills; and interpersonal/social habits and communication. Learners will engage in reading, reflective writing, individual and group projects, and discussions. The objectives of the course are to encourage and equip each learner to grow in individual self-awareness, direction, and confidence as a high schooler.

Visioneering (Sophomore/Junior) (T)

Full Year

Instructor: TBD

This class is designed to give high school sophomores and juniors space to explore their relationship to self and others, as well as build skills needed to move through adolescence with creativity and vitality. The students in this class will co-create the content alongside the instructor. Potential topics of exploration include:

- How to mindfully navigate homework
- How to seek a first job
- Effective communication with peers, parents, and teachers
- Effective conflict resolution and emotional regulation
- Stress reduction

Methods of exploration may include discussion, expressive arts (visual art, writing, movement, theater, music), guest speakers, quiet contemplation, or outdoor exploration.

Visioneering (Senior) (T)

Full Year

Instructor: Kirsten Lunstrum

In this class designed specifically with high school seniors in mind, we will dig deeply into the central questions and challenges of being an emerging adult in a changing world. In-class work will include critical and reflective writing exercises, small and large group discussions, guest speaker visits, and learner-led presentations. As a class, we will cover career exploration, college and gap year options and the application process, and the transition from high school to post-high school life. The purposes of the class will be to

explore the self and the self in relationship with others, and to begin to determine adult goals and ambitions.

Human Biology (MTW)
(14+, w/instructor's permission)
Full Year
Instructor: Chris Baynham

Human biology is an activity-driven biology course using, but not limited to, the text *BSCS: A Human Approach*. This course exposes learners to Greek and Latin roots for biological terms, but is less about memorizing vocabulary and facts than about learners developing problem-solving, critical-thinking, and inquiry methods as they learn how cells, tissues, organs, and systems interact in the human body. The overarching goal of this course is to discover how living organisms, specifically the human body, maintain an internal balance to accommodate changes in the external environment, or homeostasis. Learners will work toward this goal by designing and conducting dissections, investigations, and labs using positive and negative controls, making and testing predictions, and researching and presenting information to the class.

Required Texts:
BSCS: A Human Approach (Third Edition)

Course Fee: \$50

Natural History (Science) (MTW)
Full Year
Instructor: Micheala Ranz

Natural history encompasses a range of natural sciences, including earth science, astronomy, ecology, biology, and evolution. In this course, we will uncover the chronological history of planet Earth, from the formation of the universe and the birth of our solar system, to the geological and environmental processes we see in our world today, and everything in between! The story is full of change: oceans formed, life was sparked, continents shifted and catastrophes caused mass extinctions, volcanoes, earthquakes, massive floods, and huge shifts in biodiversity shaped the earth we see today. Through in class hands on activities, projects, presentations, readings, documentaries, and outdoor field studies, we will explore the natural sciences and unravel what we know so far about how this planet came to be. This course will also incorporate the interests and curiosities of the students who chose to join it.

Required Text:
The Story of Earth: The First 4.5 Billion Years, from Stardust to Living Planet, by Robert M. Hazen (ISBN-10: 0143123645)

Chemistry (MTW)

Full Year

Instructor: Jeremy Thomas

Prerequisite: Junior Standing

What is matter? What makes up the physical stuff in our world? Why is one thing light and another heavy? Why does mixing vinegar and baking soda make bubbles? These are the types of questions which chemistry seeks to answer. We will look at some of the interesting history of the field like: how did an alchemist like Issac Newton help develop a new science? We will explore theories scientists have developed to describe and organize matter, and conduct experiments and take measurements to see if we can support those theories. Learners will also work on posing their own hypothesis and conducting experiments to test it. As we come to understand what chemistry is, we can see the many ways it is responsible for the human world we have created.

High School French I/II/III (MT)

Full Year

Instructor: Will Rose

This level 2 class is intended for learners with a desire to accelerate their language acquisition and build on their foundation in French 1. The class explores increasingly complex uses of idioms and everyday speech, including past tense forms, near future and simple future activities and situations, and modal verbs. The foundational verbs ÊTRE, AVOIR, ALLER and FAIRE are reinforced, and new ER, RE, IR, and OIR verb conjugations. With help from the textbook *Discovering Français Nouveau* and supplemental video and worksheets, students create their own scenes and dialogues using idioms, expressions, and everyday vocabulary. They will read fiction from guided vocabulary readers by *Fluency Matters*. This class assumes at least a year or equivalent of prior French study and can accommodate various levels of familiarity and ease with the language. Learners will construct a developing understanding of and appreciation for French and its relationship to English and other languages with Latin roots.

High School Chinese Language and Culture I/II/III/IV (MT)

Full Year

Instructor: Hui Chen

This course is a continuation of Chinese I/II. While using online language lab to help students expand their language reach and practice language skills, we will continue using Ni Hao level 2 as a language learning guidance. In this school year, students will

continue developing their cultural knowledge and language skills in a student-centered and task-based language learning environment. Students will learn to communicate effectively by learning authentic Chinese materials and participating in interactive activities. While the emphasis will continue to be on listening and speaking proficiency, students will also continue to develop their reading and writing skills. Student learning will be demonstrated and evaluated through class participation, homework completion, student project portfolios, and class observations.

Required Texts:

Ni Hao Level 2 Textbook (Simplified Character Edition), by [Shumang Fredlein](#) & [Paul Fredlein](#)

Ni Hao Level 2 Workbook (Simplified Character Edition), by [Shumang Fredlein](#) & [Paul Fredlein](#)

High School Spanish I/II/III (MT)

Full Year

Instructor: Damaris Garcia

¡Bienvenidos! This Spanish program will present learners with the opportunity to improve reading, writing, listening, and speaking abilities in Spanish while challenging them to think critically about contemporary issues and developments in the Spanish-speaking world. Learners will be asked to examine and reflect upon pressing questions from the Latino perspective in order to make personal and interdisciplinary connections while applying them in a global context. Learners should expect to participate daily in class activities. We will be reviewing the most important points of what we did last year and then commence our new studies from the most appropriate place for the class. This class presumes at least a year or equivalent of prior Spanish study.

Required Texts: TBD.

Comparative Government and Politics (MT)

Full Year

Instructor: Dylan Ruef

Comparative Politics is a course that will explore different governments around the world through a process of compare and contrast to the government of the United States. This will provide students with the opportunity to not only explore the government of the United States but also the diverse governments and political systems which can be found around the world. The course will explore governments structured both similarly and differently than the United States, including Parliamentary Monarchies, Totalitarian Dictatorships, Single Party States, and more. Through an examination of contemporary and historical examples students will ultimately be challenged to reach their own

conclusions about which governments and its features are the “best” or “better” than the others.

Required Text: *Comparative Government and Politics: Everything You Always Wanted to Know About*, by Sterling Authors