



PAIDEIA HIGH SCHOOL

2020

**SHORT TERM B
COURSE OFFERINGS**



Elective Courses in Short Term:

Short-terms at Paideia are a time for you to explore and experiment in different types of classes and academic departments. They offer you the opportunity to:

- Study a topic in greater depth and intensity than is possible in a long-term class,
- Take a class outside of a traditional academic offering or department
- Take team taught classes by different teachers throughout the school,
- Take an interdisciplinary course,
- Have classes that provide hands-on learning experiences,
- Try a out new skill or improve an old one,
- Meet graduation requirements such as: PE, Art, Music or Drama, or Internship,
- Explore personal creativity and academic passions

Your choices are important and will be honored as best as possible. Your final schedule will be determined based on your choices, advisor and teacher recommendations, space available in classes, and a review of your overall schedule.

Short-term is great opportunity to learn in different ways and in new fields of study. It is not a time to forget about academic and intellectual rigor.

We would like you to have a balanced schedule in both academic and non-academic classes. Your advisors can help guide you on what is an appropriate number of academic and non-academic classes. You should have **at least 50 percent** of academic classified courses over short term A and B.

Academic courses are those in specific academic departments: Science, Math, Foreign Language, English, Social Studies, and Interdisciplinary Academic. Non-academic courses are in Fine Arts, Music, PE and Health, and Interdisciplinary Non-Academic.

Typically, academic courses have a number of different assignments and assessment, such as: quizzes, tests, papers, presentations and labs. Non-academic typically may have fewer assignments or assessment and do not fall under a specific academic discipline.

Courses that are considered academic are given grades and count towards your GPA. Courses that are considered non-academic can be given grades or be pass/fail but do not count towards your GPA.

If you have any questions please speak with your advisor and Laura Magnanini, Director of Studies

As a reminder, Paideia's graduation requirements include:

- 3 credits of Art, Music, or Drama (One long-term course or 3 different short-term courses)
- 2 credits of PE (Pi League, JV and Varsity Sports, short-term classes, and outside activity approved by Mike Emery)
- 60 hours of internship requirement (Seniors must have completed the internship requirement by the end of Term A)

All of these credits can be fulfilled throughout all 4 years at Paideia during both Long and Short Terms.



Required Courses in Short Term B

Each grade and academic department in short-term has some courses that are required for students to take. Please review the following information to see what courses apply for your short-term schedule.

Depending on your long-term schedule, there are courses that continue through short-term A and B. These required courses are a continuation of their long-term courses and are separated by term and department.

10th Grade

Short Term B

US History –10th grade- 1hr (A and B terms) – You must sign up with your present long-term teacher.



CAPSTONE PROGRAM

This short term B, we are offering a pilot program for **Capstone**. The **Capstone** program is a combination of courses and intensive time during short term B to provide opportunities for hands on learning and immersive study and travel. For interested students, the Capstone program allows students to take any required courses, sign up for internship, or non-supporting classes to the Capstone during periods 1-4. For students participating, they are required to choose from at least 1 supporting course along with the 5th /6th period Capstone.

The last 4 days of the term will be spent with students in their 5th and 6th period Capstone course and will use the full day for local tours around Atlanta, intensive art work, internship, and time to work on projects.

We will run 4 different Capstone topics this year:

SMELL, BUBBLE, BURN (S)

Lindsay Reid / Paula Nettles

In this course, students will gain an appreciation of the science of scent as well as an opportunity to use scent to create both soaps and candles. The science and practice of soap and candle making will also be explored with students creating products they may keep and use. Students will have the opportunity to learn 2 weeks of candle making with Lindsay and 2 weeks of soap making with Paula. Labs will include scent extraction, saponification, comparison of waxes, olfactory fatigue and others as time and interest allow. During our capstone time we will be preparing for sales at local farmers markets, selling at the markets and visiting our community partners that benefit from the philanthropy of the Smell Bubble and Burn program.

BEYOND THE SURFACE (B)

Madeleine Soloway

This capstone is for serious art students wanting to explore in greater depth a self initiated, concept driven, art project. As a group, part of this class time will be spent visiting art galleries and museums in Atlanta, examining themes, topics, and concerns of a variety of exhibiting artists. When at school, each student will be expected to work in the art studio researching and creating individual, thematically driven works of art. Students must be able to sustain a focused approach, up to four hours, with their work while in the studio. Students must have taken Beginning Drawing & Painting or approval from Madeleine or Holly.

FINDING ATLANTA'S IDENTITY (F)

Lacey Andersen / Amy Valk

In this class, students will be exposed to different influencers, landmarks, and events that have helped shape Atlanta's identity. Days one through twelve will consist of students exploring the many layers of Atlanta through guest speakers, field trips, documentaries, and personal investigation. Some topics that will be discussed include music, civil rights, arts, housing, transportation, movies, and diversity. During the capstone days, students will have the opportunity to pick their own area of interest and explore how this area is part of this multifaceted city. Students will then create custom map print, showing their experience and the story of Atlanta.

SERVICE LEARNING (S)

Natalie Rogovin

In this capstone project class, students will participate in strong, direct service with Lost and Found Youth, an organization who serves independently homeless Atlanta youth who identify as LGBTQ+. Students will serve through Paideia's internship program and a one hour class that explores the broader social and philosophical issues related to service learning and leadership. In addition to examining issues and content related to youth homelessness and LGBTQ+ identity, students will explore the active citizenship model, activate service leadership skills, and participate in reflection.

The goal of the experience is to:

1. deepen learning through volunteerism and civic involvement
2. provide the opportunity to investigate pressing issues of social justice
3. recognize the inequalities in our communities, challenge injustices, value diversity, and ensure equal access to liberties and rights

At the end of the term, students will produce an exhibit that showcases the work they have done and common themes & issues that connect their work.

Questions:

- *What will happen to my other classes periods 1-4 when I do the immersive experience?*
 - You will finish those classes and the requirements before you start the immersive experience. You won't go to those classes the last 4 days of school
- *What if I am in a required class like American History?*
 - We will be working with those teachers about how to finish up your term. You won't attend class the last 4 days of school
- *What is a supporting class and do I have to take them?*
 - Supporting classes are courses offered during periods 1-4 that are connected and will enhance your capstone class and immersive experience. There are many options connected to each Capstone and you can choose between different courses. You will see in the booklet and grid each class that acts as a supporting course. Some courses are supporting courses for more than one Capstone.
- *What about internship? Can I do a Capstone and an internship at the same time?*
 - Yes! If you have an internship during 1st/2nd period or 3rd/4th period you may also do a Capstone. Talk with Natalie about how your internship can act as a "supporting course" for your 5th/6th period Capstone class.
- *Will there be priority for older students?*
 - No. We will try and schedule you in your choices as best we can. No grade will have an advantage of participating in the Capstone, however, the spaces will be limited and not everyone will be able to participate.
- *How will I be graded?*
 - Each Capstone is designated as an academic or non-academic class. They will grade as they do in all of the other short term courses with either pass/fail or letter grades.
- *Can I sign up for a specific capstone and what happens if I don't get my first choices?*
 - You will sign up for courses in the same way as STA. If your first choice is a Capstone experience, you can sign up that way. If you aren't interested in the other Capstones, you can sign up for a regular Short Term B schedule.
- *What will I do all day in one class during the Capstone Immersive?*
 - Most of the Capstones have local travel and immersive hands on experiences throughout the day. Most likely you won't be sitting for long on those days! Take a look at the course descriptions to get a better idea!

- *If I don't get it now, will I have a chance to do it later?*
 - This is the second year we've tried this. We are seeing if this style of short term B works. We will be asking the students who participate to give us feedback on the courses and whether or not we want this to continue. So... maybe?

- *What are the supporting classes? Will I need to take 2 hour classes or can I take 1 - one hour class?*
 - You will see the list of supporting classes below. You are required to take 1 supporting course for your CAPSTONE class - it can be either 1 or 2 hours.

SUPPORTING CLASSES -Please note that on the sign up and in the booklet it is labeled - S (Smell, Bubble, Burn), F (Finding Atlanta), B (Beyond the Surface) . Some classes qualify for more than one CAPSTONE class.

Smell, Bubble, Burn

Georgia Plants
Dollars and Sense
AP Chem Prep
Urban Ag

Finding Atlanta

Atlanta Monster
Singing Songwriting
History of Ponce
Urban Ag
American Education
History or Hatred
Carson McCullers
Finding Frank

Beyond the Surface

Portfolio Development

Internship

Service Learning



PERIODS 1&2 TWO-HOUR COURSES

ACADEMIC:

LONG STORY SHORT: FICTION WORKSHOP (ENGLISH)

Sarah Schiff

Short stories are, by definition, fictional, but somehow, through lies, convey timeless truths. In this creative writing class, we will read and write short stories in a low-pressure setting, filled with both method and madness. No matter where you are in your writing journey—whether you’ve never written creatively before or you have piles of notebooks under your bed—by the end of the term, you will surprise yourself with your creative potential. Humans are natural-born storytellers, and there’s an unparalleled joy in crafting a narrative with a beginning, middle, and end. Over the course of the term, we will study the major elements of the short story—plot, characterization, point of view, theme, setting, dialogue—and read famous short stories to serve as models. Writers need readers, so this class will be run in a workshop format; you will share your writing with your fellow students and, in turn, constructively critique theirs. In terms of assessment, you will be graded on participation and the effort you put into improving as a writer. Come build worlds, imagine alternate realities, spin yarns, and tell some truth-filled whoppers.

CRICKET: Beyond Our Boundary (ENGLISH)

Joseph Cullen/Gavin Drummond

Cricket is considered an eccentric oddity in the U.S. Baffling, misunderstood and hardly ever seen here, though it is the most popular bat and ball game in the world, played all-over from the West Indies to Australia, and the best national teams include India, Sri Lanka and Pakistan. There is a World Cup every four years and international test matches annually. The women's game has been expanding over the last decade. There are county, town and village teams everywhere. More and more in the U.S. too. But it is in India where it is the rage and the best players go for fame and fortune. Yes, it is a complicated game but beautiful, exciting and exacting. Learning about this great game teaches you something about the rest of the world.

This class will provide an opportunity to play it and understand it. Learn how to bowl a googly and play a straight bat, even on a sticky wicket. Pick your fielding position from Gully, Silly Mid-off, Slips, Cover, or Square Leg. There will be reading and quizzes, but mostly we will watch matches, practice the skills and play. Open to all. No particular athletic ability required and no protective equipment, just interest and a sense of fair play.

MOVIES YOU SHOULD SEE (ENGLISH)

John Capute

In 1895 the Lumiere brothers showed a film of workers leaving a factory and of a train pulling into a station—which sent some of the audience fleeing in terror. 125 years later, 2020, \$2.80 billion was plunked down at theaters for The Avengers: Endgame (and \$722 million for Fast & Furious: Hobbs and Shaw!). Some of you may read only your school assigned book this summer, but all of you, I bet, will go to a movie—or watch one or two or more on Netflix. Movies are the art form of our time. In this class we will look at a number of films that have been cited as the best in the form by The American Film Institute (AFI) and The British Film Institute (BFI)—and by me, who has seen quite a few films in his life. The AFI has a list of its 100 greatest films and the BFI recently released its own 250 most important films. Nearly everything we will watch is on one or the other list or on both. There will be some silent films; there will be some foreign films; there will be some funny films; there will be some serious films; there will be some black and white films; there will be films you[?]ve heard of and some you haven't. Some you will like and some you won't. But some like Hemingway and hate Fitzgerald; some love Bob Dylan and some hate him; tomato, to-mah-to, potato, po-tah-to. You will find something you like here, and you will appreciate it all. For these are truly movies you should see—to make you better know the 120-some year history of film, to introduce you to some of the classics of the form, to broaden your experience of narrative film, to let you know that a good movie doesn't need CGI, a Marvel superhero, be based on a Disney cartoon, Melissa McCarthy, or Judd Apatow (all of which I like), or Liam Neeson killing 27 stubbled Eastern European bad guys (and I enjoy every one of the Taken franchise, all 13 of them). I even like the seven Fast and Furious movies, not to mention both 21 and 22 Jump Street. But there is a whole century of great movies that can make you laugh, make you cry, make you think (or not when necessary), and move and amaze you. We're going to look at some of them in this class. Blog, discussion, final test.

BEEKEEPING (SCIENCE)

Magnus Edlund

Beekeeping can be a fun hobby, a profitable pastime, or a full-time occupation. You may keep bees for their delicious honey or use them for their ability to pollinate your garden. The reasons can be many and in this class we will learn about all aspects of beekeeping. If you only have a small space behind your house or access to a balcony you can keep bees. We will learn about equipment use, basic bee biology, how to handle bees, and how to maintain your bee hives throughout the years.

ARDUINO (SCIENCE)

Martin Aguilera

As technology advances, we begin interacting with common objects in new and surprising ways. 10 years ago you pulled a lever to cast a vote in the presidential election, but now you just hit a button on a screen. How do these new technologies work? It's simple: microcontrollers. With a microcontroller platform known as Arduino, you will learn how to build a device to log temperature and humidity, how to build a knob that turns up the volume, how your iPhone rotates when you turn it 90 degrees, how your DVD player says "good-bye" when you turn it off, and how just about every gadget, computer, and electronic device around you operates. You'll have an arsenal of LEDs, LCDs, accelerometers, potentiometers, buttons, switches, rotary encoders, and other electronic components at your disposal. And if you don't know what any of those are, that's fine too (you'll learn!). The best part? It's easy to start, and the applications are limitless. Open to anyone - you don't have to be a tech-guru, but basic computer skills will be helpful

PAST IMPERFECT: History According to the Movies (SS) Mancini

Gregory

Every year some of the most critically acclaimed and Oscar-nominated movies are supposedly rooted in real history. However, despite whatever claims they make to accuracy, filmmakers often use dramatic license in playing with facts to enhance a story's drama, illuminate an overlooked perspective, or fuel historical debate. In this class, we will look at some classic movies “based on true events.” We will explore just how “historical” these specific films are and how they contribute to our consideration of the relationship between film and reality. What do choices about such subjects as plot, character portrayals, and costume design—among many others—tell us about the time period during which they were set and what do those choices tell us about the time period in which we are living today? How have leading historians

and social critics received these films? We will wrestle with these questions as we screen films set in time periods ranging from the Ancient World to the present day.

GEORGIA PLANTS (SCIENCE) S

Brian Smith

In this course, students will learn to identify common plants in the Metro Atlanta area. The course will be divided between field trips to collect specimens and time in the lab, identifying and processing plants. Students will prepare a plant collection with collection notes and much of the class time will be spent working independently on these collections. By the end of the course, you will be able to sight identify many common plants in the area and know techniques for identifying unknown plants. You may also pick up some information about their potential uses for food or medicine.

HISTORY OF PONCE DE LEON (SS) F

Carl Rosebaum

Ponce de Leon Avenue is one of the most historic and interesting streets in Atlanta. Ponce started in the 1870s connecting Downtown Atlanta to the new suburbs of the city. The street started out as an affluent neighborhood and expanded through the Druid Hills neighborhood and the city of Decatur on its way out to Stone Mountain. Ponce went through a period of decline after the 1960s which brought about an eclectic variety of businesses that were established on the street at this time. An upstart new school - Paideia was established in the 1970s. Ponce de Leon has now gone through an economic revitalization with Ponce City Market and the Beltline as main attractions on the street. We will explore the history of this most interesting street through field trips (including lunch) , readings, and personal accounts.



PERIODS 1&2 TWO-HOUR COURSES
NON-ACADEMIC:

MEET THE BEATLES. MUSIC AND MANIA (OTHER)

Nat Emerson

A study of their background, rise to fame, artistic achievements and legacy through close listening to their musical recordings, study of lyrics and artwork and a variety of readings. Reading and writing required. (2 hrs.)

THE CLAY CANVAS: An Exploration of Image Transfer on Clay (AMD)

Dianne Bush

This short-term class will provide an introduction to various image transfer techniques for clay. Students will create several ceramic pieces such as plates, platters, or vases and use the clay surface as a canvas for their own narrative exploration. Layering of printed imagery, text, and color will allow students to develop imagery that is personally meaningful. Students will attain an understanding of the tools, materials, and techniques for monoprinting, screening, stenciling, embossing and relief printing onto clay slabs and forms. Students will be able to make their own printing tools to create images with screens, relief blocks, and stencils.

NEW ORLEANS - LAISSEZ LES BON TEMPS ROULER (OTHER)

Kim Mansion

Laissez Les Bons Temps Rouler!

We will explore the delicious FOOD, diverse culture, and colorful history of the city of New Orleans and its people. After watching the documentary *When the Levees Broke*, we study the impact of Hurricane

Katrina and its aftermath. Each Friday, we will enjoy traditional New Orleans cuisine. To cover the cost of food, there will be a course fee of 50\$. All students on financial aid pay their award percentage. If you have any questions about this please check with Stacey Winston.

PODCASTS (OTHER)

Alberto Mendez

Besides being also an informative medium, Podcasts are the perfect platform for almost any type of creative story. From popular murder mysteries like Serial to investigative journalism uncovering conspiracies about the Illuminati, podcasts have been a way to bring the most distant and obscure stories to the everyday person. We'll look at some of the shows from NPR including This American Life, Planet Money, and Serial. In this discussion and project-based class, we will explore some of the different genres of podcasts and delve into discussion during class, where everyone will be expected to participate. Our class' main project revolves around each student creating their own podcast or two, where we will spend time in class learning the mechanics to put them together. Each student will have access to the equipment necessary to complete their project and time work on it in class.

CLASSIC FILMS II 1970-2000 (OTHER)

Paula Nettles

This class will focus on outstanding movies produced between 1970 and 2000. A variety of genres, themes, directors and stars will be included. There will likely be some R-rated movies shown, so if your parents would have concerns about you seeing an R-rated film, this may not be the right class for you. Most films will be listed on multiple "Best Films" lists.

INTRO TO PHOTOGRAPHY (AMD)

Holly White

This course is designed for students who are highly interested in photography, but are not currently in a long term photography class. Students will learn the use of a 35mm camera and its functions, how to develop and print black and white film and learn creative darkroom techniques. Class size is limited to 10 students.

URBAN AG: FOOD, FARMING, COMMUNITY (OTHER) F, S

Tania Herbert

This Spring Paideia will be farming exclusively at our new location in SE Atlanta.

On our new farm site, Paideia Urban Ag we will have almost triple our previous growing space, indoor storage, an education building, picnic tables and our school greenhouse, all in one location. As we build out our new farming operation, students will have the opportunity to harvest spring crops, plant out summer crops and build pollinator gardens to support our on-site bee hives and other beneficial insects. Students will learn how to install irrigation systems, build soil and manage weeds and pests, using sustainable practices.

Also new this year, we will be hosting some on-farm guest speakers and hear about their work around food, farming and community (while enjoying appropriately sourced coffee and snacks)

INTERNSHIP (OTHER) A, S

Natalie Rogovin

The internship is a component of a larger, school-wide initiative designed to strengthen the community stewardship ethic and deepen learning through volunteerism and civic involvement. The goal of this endeavor is to provide you with an opportunity to investigate pressing issues of social justice in your community. It is also a graduation requirement; two internships, at separate organizations, with a minimum of 30 hours each, must be completed (only one internship credit is awarded for on campus service work). Students are encouraged to do 1 internship their 9th or 10th grade year and a second one in their 11th or 12th grade year.

SETTING UP INTERNSHIP:

Step 1. Start by making general observations of issues social justice that affect your community. In your exploration of these issues begin researching local, non-profit organizations whose mission statements aim at addressing solutions.

Step 2. Once you have identified an issue and/or an agency, check in with Natalie. She may already have a contact or opportunity lined up that you can take part in. She can also offer support when you are contacting an organization yourself for the first time. It is important to be sure that the organization can also offer you a minimum of 30 hours of service related work.

Step 3: Submit your internship proposal to Natalie via the Student Portal. Internships are set up by the student with the help of Natalie, who must approve all proposals for internship credit. The process of setting up an internship is part of the experience; students, rather than parents, should handle essential communication and coordinate details through Natalie. Proposals must be submitted prior to the start of service.

Step 4: During the internship, it is suggested that students keep a journal of their experiences. Regular communication with Natalie during the internship is expected.

Step 5. TO RECEIVE CREDIT students must complete the Reflection Essay and have site supervisors complete the Supervisor Evaluation Form. Both must be completed for credit and both are available on the Student Portal



PERIOD 1 ONE-HOUR COURSES

ACADEMIC:

US HISTORY AND GOVERNMENT (SS)

Barrington Edwards, Erik Wade

This is a continuation of the Long Term course. Students must stay with their Long Term teacher during Short Terms. (One hour each Short Term is required of students in American History). (1 hr.)

SCHOOL ISN'T COOL: AMERICAN EDUCATION (SS)

F

Natalie Rogovin / Kaiya Patel

In 1954, *Brown vs. Board of Education* ended separate but equal and integrated American public schools. Well, at least that is what you have been told. American schools are more segregated today than they were in the late 1960s. Also unsettling is that segregation among poor pupils has risen by 40% from 1991 to 2012. The human costs are enormous. Economists have calculated that young blacks in highly segregated cities have dropout rates that were 19% higher and wages that were 16% lower than those in more integrated cities do. Black people living in such racial enclaves suffer unusually high rates of unemployment, mortality and single-parenting. This course will use discussions, field trips, films and readings to both challenge injustices in American schools and empower you to be agents of change. We will examine whether *Brown* was decided correctly, learn about how schools are both funded and populated, and do a deep dive into how both the City of Atlanta and its public school system fits in with our nation's history and current educational trends.

CRIMES OF THE CENTURY: ATLANTA MONSTER (ENGLISH) F**Jim Veal**

Like every other major city, Atlanta has had issues with crime. And, as is the case with every other major city, certain Atlanta crimes have become nationwide news and left a lasting mark on the city's image. Two of these are the 1913 murder of Mary Phagan and the Atlanta Child Murders (1979-81). Each case, in addition to captivating the public's attention with mystery and fear and lurid details, exposed the city's fissures of race and class. We will read accounts of the crimes and trials and the public atmosphere surrounding them, in addition to watching documentaries that explore these stories. Authors include Melissa Fay Greene, Ralph McGill, James Baldwin, and Tayari Jones. Assessment of student performance will take the form of reading checks, class participation, and brief writings.

TOURIST FRENCH (MOD LANG)**Melissa McKay Hagan**

This academic 1-hour course is intended for students who take Spanish during Long Term. In this course, you will learn enough French to "get by" in a French-speaking country. We will focus on basic survival communication skills (listening and speaking) as well as cover some basic reading materials. We will compare the two languages in order to better understand them both. We will also have fun with role-playing, writing dialogues, and playing games while learning about differences in French and American cultures. The grade will be based on the following: 30% Preparation and Participation, 30% Quizzes, 30% Homework and in-class exercises. This course is open to students who have completed Spanish 2 by May 2020.

**PERIOD 1 ONE-HOUR COURSES**
NON-ACADEMIC:**ASIAN AMERICAN ALLIANCE (OTHER)****Sophia Huynh / Oman Frame**

***This class is specifically for students who identify as Asian**

This short term class focuses on the Asian American experience at Paideia. We will explore Asian ethnicity, culture, heritage, and experiences through open dialogue, personal interactions, and guest speakers. Through this class, we will start planning for the first Asian Student Summit, as well as forming the first Asian Parent Group at Paideia. Some of the activities we will do include cooking, a boba tea sale, planning a potluck for the parent group, as well as excursions to Buford Highway.

HAMILTON SINGALONG (OTHER)**Tally Johnson**

Whether you know the lyrics to every Hamilton song by heart, or you're just curious what all the hype is about, come explore this masterpiece by Lin-Manuel Miranda. No prior knowledge, and no singing talent required! Students will have the optional chance to volunteer to demonstrate their knowledge of lyrics, singing alone or as a group. We'll also discuss historical inaccuracies, and why Miranda chose to present them the way he did. We'll look at double casting and which characters share similarities. We'll consider choreography and staging choices. We'll chase down some historical loose ends the musical leaves hanging – what happened next? We'll compare favorite moments, songs, characters, wordplay, and much more. This class is designed to be a fun foray into the world of Alexander Hamilton as depicted by Lin-Manuel Miranda. Singing is optional, but encouraged!

SAT/ACT MATH PREP (OTHER)**Beth Schild**

Are you a sophomore or junior thinking about taking the SAT or ACT this summer or early fall? Come do some test prep with Beth! We'll review the types of material you'll see on either test and take some practice tests. This class is for present sophomores and juniors only.

ACTING: IMPROVISATION (AMD) Jesse Evans

In this course we will focus on the improvisational portion of acting. We play many different games, such as those seen on *Whose Line Is It Anyway?* but we will also discuss and study the art of improvisation. We will learn how it can be used in basic and advanced acting as well as in other real world situations. The course may culminate in a Monday Morning Meeting performance for any students willing to do so. (1 hr.)

WORD GAMES (OTHER)**Marci Wieland**

Puzzles, trivia, brainteasers and word games give our brains a fun workout (and also help grow new brain cells!) In this class, we will complete an assortment of challenging word puzzles from *399 Games, Puzzles & Trivia Challenges Specially Designed to Keep Your Brain Young* and play a variety of games, including Boggle, Bananagrams, and Scattergories. Come ready for a fun brain workout!

MAGIC THE GATHERING: BEGINNERS (OTHER)**Jack Bross**

Originally created more than twenty years ago by Richard Garfield, Magic the Gathering continues to be one of the most popular card games in the world. This course will go over the basic rules and styles of play in Magic the Gathering, and offer students a chance to play a wide range of different decks. Students are not required to buy/own their own cards, or have previous experience with the game. We will mostly play pretty casual constructed decks, but will also do a draft or two later in the term. If students own their own decks for formats like Commander, Modern, etc, they are encouraged to bring them so long as they make sure they have somebody to play against (you might bring two decks that are pretty evenly matched, for example).

SAT SUBJECT TEST MATH LEVEL II REVIEW (OTHER) Ansley Yeomans

Thinking about taking the SAT Mathematics Level 2 Subject Test? Want to learn some tips and tricks and test-taking strategies? Do you know you need to take lots of practice tests, but you don't really want to spend your Saturdays or after-school time doing them? If so, this class is for you!!!

The Math Level 2 test covers high school mathematics topics up through precalculus, so this course is designed for students who have completed a precal class. It is most appropriate for folks who have had seminar precal, but strong IPC students are welcome. The best time to take the Math Level 2 test is immediately following precal, but if you had precal last year and want to sit for the exam this summer, the class will be a great opportunity to brush up on your precal and test-taking skills. Bring your number 2 pencil and your best bubble-filling technique!

MALE MENTORSHIP (OTHER)**Mike Emery**

This short-term course is a requirement if you are selected to be a male mentor for the following school year. Taking this course helps form a working group of mentors and starts everyone thinking about their identities and how they've been affected by male culture and male biology. (1 hr.)

STRENGTH AND CONDITIONING – CO-ED(PE/HEALTH)**Ivan Asteghene**

This course will take place in the Fitness Center and it will introduce students to basic strength training techniques and enable them to identify major and secondary muscle groups being contracted. Students will gain an understanding of different training strategies/techniques and be able to set up an individual regimen or program. Cardiovascular training including aerobic, low/high intensity, low/high duration, circuit and interval training will also be included in this course. Students will study, learn, and use spotting techniques, other safety procedures used in the Fitness Center and in any other physical activities. Students do not have to be proficient in any techniques to join the class. (1 hr)



PERIOD 2 ONE-HOUR COURSES
ACADEMIC

SPACE EXPLORATION (SOC STUDIES)

Amy Manlapas / Leo Sullivan

Apollo to Artemis The first person to step on Mars is alive today. They could be in High School, they could go to Paideia. But before we go to Mars, we need to look at the missions that have led up to this point. In this class, we will discuss important events and missions in humanity's exploration of space; from Sputnik 1 to the planned Artemis missions scheduled to launch in the next few years. We will watch a few movies, including Hidden Figures, and read The Martian by Andy Weir.

MORE V CROMWELL: HEADS WILL ROLL (ENGLISH)

Jim Veal

“Some of these things are true and some of them lies. But they are all good stories.”

- Hilary Mantel, Wolf Hall

In this course we'll study portions of two texts and the film versions of them: Robert Bolt's play "A Man For All Seasons" and Hilary Mantel's historical novel "Wolf Hall" Each concerns the same momentous period in English history – the effort of Henry VIII to annul his first marriage and marry Anne Boleyn and that effort's connection to the Protestant reformation – and a dramatic subplot of that larger story: how Thomas More came to be executed for treason in 1535 for refusing to endorse the King's new arrangements. In Bolt's play, More is a hero of conscience, sacrificing himself in the name of his beliefs. Mantel's novel is a little more complicated. Its protagonist is the villain of Bolt's play, Thomas Cromwell, the King's "fixer", the man who helps engineer More's date with the executioner. Mantel's Cromwell is hardly a hero, but neither is he a villain. She makes him human, clever, and in many ways appealing, and her More is not the charmingly heroic conscientious objector of Bolt's play. It makes for a really interesting contrast and should lead to some good thinking and discussion about how history is represented in literature. Assessment will be based on reading checks, participation in class discussion, and students' writings about the texts and films.

EVERYDAY SPANISH (MOD LANG) F**Melissa McKay Hagan**

This academic 1-hour course is intended **for students who take French during Long Term**. In this course, you will learn enough Spanish to “get by” in real life situations in Atlanta, Latin America or the world! We will focus on basic survival communication skills (listening and speaking) as well as cover some basic reading materials. We will compare the two languages in order to better understand them both. We will also have fun with role-playing, writing dialogues, and playing games while learning about differences in Spanish-speaking and American cultures. The grade will be based on the following: 30% Preparation and Participation, 30% Quizzes, 30% Homework and in-class exercises. This course is open to students who have completed French 2 by May 2020.

FERIA DE LIBROS (MOD LANG)**Joy Lewis Mendez**

¡Vamos a leer en español! How much time do you actually dedicate to reading in Spanish? Fluency and proficiency in a language go hand-in-hand with reading. Imagine the amount of progress you could make by dedicating 40 minutes per day to reading in the target language. In this class, we will dedicate 90% of class time to free choice reading. Students will read at their own level and at their own pace, only during class (no homework!). A collection of engaging novellas, children’s books, magazines, and articles (at all different levels of Spanish) will be available to choose from every day. The other 10% of class time will involve reading logs, discussions, and book reviews/ratings. Feria de Libros is open to all Spanish students, from Level 1 to Seminar. Native speakers of Spanish are also welcome!



PERIOD 2 ONE-HOUR COURSES **NON -ACADEMIC:**

WRITING FOR TELEVISION (OTHER)

Erik Wade

As the cliché goes these days: We are living in (and watching) the golden age of television. Whether that's true, or we are simply in the midst of an oversaturated mass media money grab--perhaps both?--is yet to be determined. What's undeniable, however, is that television is an expansive and popular medium for circulating a diverse array of characters for us to connect or conflict with, and follow (cough: binge) their stories along the way. There's no doubt that current shows like Atlanta, Rick and Morty, Barry, Superstore, The Good Place, Star Wars Resistance amongst others, have proved to be excellent vehicles for (re)imagining the world around us, and redefining the genre along the way. This short term course is an invitation to produce a spec script for a currently running 30 minute television series. You will learn the essential elements of storytelling and character development; watch and analyze television pilots; produce compelling dialogue and descriptions and how to format a script; and benefit from a built-in accountability network of writers to help finish your script by the deadline (end of term!). From the curious to the novices to the more seasoned writers, all are welcome!

MAGIC THE GATHERING: ADVANCED (OTHER)

Jack Bross/ Aidan Conley

This course is designed for people with a strong understanding of the rules of Magic the Gathering, and a fair amount of gameplay experience. If you don't quite understand how priority and the stack work, this is probably not the right class for you (though if you don't quite understand layers, that's probably OK). In this course, we will look at the new standard set and its implications for various formats. Students will brew decks in the new standard, explore draft strategies, and discuss sideboard tech. There will be formal assignments to complete, and more class discussion/presentation than in the beginners class. As with the beginners course, you do not need to own your own physical decks to participate in the class.

PSYCHOLOGY ETHICS (OTHER)

Beth Schild / Calliope Cutchins

Join this class to discuss multiple questionable and disturbing psychological experiments including: Stanley Milgram's shock experiment which was later made into a major motion picture *Experimenter*, the Stanford Prison Experiment made into a major motion picture *The Stanford Prison Experiment*, and Jane Elliott's study titled *Blue Eyes/Brown Eyes*. Be prepared to read articles, watch documentaries, debate opinions, and discuss some tough, mature topics such as: informed consent, animal testing, drug use, and shock therapy. We will also look at the potential lasting impact these experiments had on the people involved.

STREET ART (OTHER)

Oman Frame

In this class, we will explore the impact street art has had in our world and how it ties in to social movements. The class will be both interactive and reflective. Students will work on understanding the nuts and bolts of street art and expression as well as the profound impact art has on culture. We will produce two free art Friday drops where we share our art with the broader Atlanta community. We will be doing a short study on the impact artistic expression has on the community and society.

This year we will work with many different art materials (spray paint, brush and acrylic paint, paint markers, and Blue Tape) to design and create small projects. We will design murals on campus using blue painter's tape, experimenting with shapes and straight lines. We will use other mediums for other installations around campus. The class will also explore some of the local street art in our neighborhood, so we will be going off campus to check them out. Because we'll be working with paint and other non-clothing-friendly materials, please bring or wear clothes that can get dirty or painted on. We will be using latex gloves as well as respirators to make it as comfortable as possible.

I'm looking forward to creating with you!

THE EVOLUTION OF THE MOCKUMENTARY (OTHER)

Drew Kise

The mockumentary format of a sitcom has become increasingly popular over recent decades (think *The Office*, *Arrested Development*, *Modern Family*, and *Parks and Recreation*). Instead of the traditional sitcoms, which were recorded in a studio with a live audience, or with a laugh-track added during production, these shows are recorded in a way that makes them seem like a documentary. They include intermittent interviews with characters, direct eye contact with the cameras, and no laugh-track. This course will serve as a survey of the evolution of the mockumentary genre on television - the origins, the development, and the eventual cult-like following of many of the shows. We will watch and analyze mockumentary shows to gain a better understanding of the genre as a whole. Love them or hate them, these shows have shaped pop-culture during the 21st century, so let's explore!

BE WELL (OTHER)

Marci Wieland

How do you handle stress? Do you have ways to calm your body and mind when you are feeling overwhelmed? Do you know what holistic means? In this class, we will examine the mind-body connection and its role in personal wellness and well-being. We will also learn about stress-reducing, mind-body practices in mindfulness and meditation, and learn about Ayurveda, a 5,000-year-old healing system from India which explores how we respond to our environment (physically, mentally and emotionally), and what we can do to become more balanced.

PLAYWRITING (AMD)

Jesse Evans

This class will involve writing a One Act play during short term. The students will keep a writing journal in which they brainstorm, start other plays, and write dialogue that they overhear during the day. Each week a new play will be assigned and discussed through in class. The plays we will read in class are "Six Characters in Search of an Author," by Luigi Pirandello, "Buried Child," by Sam Shepard, "Fences" or "The Piano Lesson," by August Wilson and Ibsen's, "Ghosts," or "A Doll's House." The class will also read aloud and discuss each students work and watch their progress over the term. The overall goal of the class is to get the students acquainted with different writing styles, as well as their own. The class will get through the initial draft of their One Acts, and possibly a second draft. If any of the students want to continue to work on their plays or even produce one, I would be more than willing to help out. (1 hr.)

SAT SUBJECT TEST MATH LEVEL II REVIEW (OTHER) Ansley Yeomans

Thinking about taking the SAT Mathematics Level 2 Subject Test? Want to learn some tips and tricks and test-taking strategies? Do you know you need to take lots of practice tests, but you don't really want to spend your Saturdays or after-school time doing them? If so, this class is for you!!!

The Math Level 2 test covers high school mathematics topics up through precalculus, so this course is designed for students who have completed a precal class. It is most appropriate for folks who have had seminar precal, but strong IPC students are welcome. The best time to take the Math Level 2 test is immediately following precal, but if you had precal last year and want to sit for the exam this summer, the class will be a great opportunity to brush up on your precal and test-taking skills. Bring your number 2 pencil and your best bubble-filling technique!

US SAT II REVIEW (OTHER)**Barrington Edwards**

This course will serve as a review of United States history to help prepare students currently taking US History for both the SAT II exam in US History. In addition to reviewing the content, we also will discuss test-taking strategies. (1 hr.)

MENTORING YOUNG WOMEN (OTHER)**Kristi Budd**

This class is extended training for young women selected to be High School Mentors for the following school year. It gives an opportunity to study group interaction by being in a group and practicing facilitation skills. The seminar also provides an opportunity to explore women's issues, early adolescent development, and to locate resources for women within the Paideia community. In addition, the group does organizational planning for the junior high mentoring group, such as selecting and experimenting with group activities and forming co-leader pairs for next year's mentor groups. High school girls may apply for this program in April and, if selected, should then change their schedules to include this course. Open only to young women who have gone through the mentor selection process and have been designated mentors for the next year. (1 hr.)



PERIODS 3&4 TWO-HOUR COURSES
ACADEMIC:

CANADA (MOD LANG)

Eddy Hernandez/ Joanna Gibson

This class is a 4 hour class from periods 3-6

This **4-hour course** is an introduction to Canadian culture and history, with particular emphasis on the province of Quebec. Students will learn about modern Canadian culture through literature, music, film, and Quebecois language. We will also learn about the major events in the history of Canada, as well as important geographical and political aspects of the country. Evaluations will be based on a test, a notebook that students will keep for notes, assignments, vocabulary and questions throughout the term, and a presentation.

This class is open to all students with a basic knowledge of French, however, students registered for the Québec trip from Monday, May 25-Friday May 29 are required to take this course.

DOLLARS AND SENSE (MATH) S

Jen Leon / Ansley Yeomans

“Most people don’t plan to fail, they just fail to plan.”

Whether it is next year or in a few years, you all will be stepping out into the world and will soon be responsible for your own finances. This class will provide you a robust overview of practical considerations that will prepare you to be smart in the way you manage your money and plan for your future.

We will consider questions like: What kind of spender are you? What are your financial goals? How does credit work? Is it always a good thing or a bad thing? What is your earning potential, and how important is money to you when it comes to making a career decision? What is the difference between saving and investing? How do you gain personal wealth? What kinds of financial services are out there and how can you take advantage of them (without THEM taking advantage of YOU!)? Insurance...sounds boring, but it’s necessary, and we’ll make learning about it fun. In this class, you will learn a lot about the nuts and bolts of money management. You will also learn a lot about yourself!

MEXICAN CINEMA (MOD LANG)

Alberto Mendez

In the last two decades, Mexican directors have become very successful in Hollywood. Directors such as Alfonso Cuarón are well known and praised outside and inside their native México. But their success has not been random. They come from a long tradition of Mexican cinema as early as 1896. In this class, we will explore this industry in México and its cultural and political context, from the Golden Age to the «Nuevo Cine Mexicano». Filmmakers we will study include Emilio Fernández, Luis Buñuel, Roberto Gavaldón, Ismael Rodríguez, Miguel Zacarías, Alejandro González Iñárritu, and Guillermo del Toro. Students will view films in class, do research on each director and write a 1-page journal entry on each film. Students are expected to take notes in class on the material covered, take part in discussions about each film, and do a final 10-15 minute presentation. This is a 2-hour academic course that is open to all students. It is taught in English; no previous experience with the Spanish language is necessary, but it is a plus.

IT TAKES TWO TO TANGO (ENGLISH)

Marianne Hines/Catharine Tipton

Communicating in writing is an intricate dance between words and sentence structure, and careful joining of words and composition proves essential in clear, informative papers. In this course, we will give you the tools to master the art of this dance by combining grammar instruction with writing practice. The class provides a low risk environment to learn about your writing style and improve it through immediate feedback from your teachers and clear instruction on how to correct and refine your writing. The class instruction varies between whole class lessons, on-on-one instruction, and independent work with minimal homework. Along with grammar, we will complete an analytical essay and two personal essays in class. Your grade will reflect your effort, discipline, and improvement in your grammar and writing during the short term. Come, partner with us for this fun, interesting, and valuable Tango Nuevo!

INTRO TO CODING VIDEO GAMES (SCI)

Mark Schmitt

In this 2-hour class, students will use Greenfoot to code a classic arcade video game before turning their attention to designing and coding their own original game. Students will work in small groups to storyboard their game before designing graphics and coding game-play. Students will be introduced to the basics of object-oriented programming and will make use of extensive code libraries to bring their visions to life. (2 hrs.)

GREAT GEORGIA WRITERS: CARSON MC CULLERS (ENGLISH)

Clark Cloyd

Carson McCullers was a child prodigy on the piano in her hometown, Columbus, Georgia. As a young adult, however, she turned her artistic talents to writing and demonstrated her considerable promise in her new endeavor in her first novel, *The Heart is a Lonely Hunter*, published when she was twenty-three (finished when she was twenty-two!). The book is both intimate and large in its scope, an impressive vision for one so young. She had other successes with novels, short fiction and drama, and we will squeeze in as much as possible to gain as full an understanding as we can in three short weeks, which may be appropriate for an author whose physical and emotional illnesses abbreviated her life. And then the next time you're in Columbus you can stop off at the McCullers Museum and show off your knowledge about one of Georgia's greatest writers.



PERIODS 3&4 TWO-HOUR COURSES

NON-ACADEMIC:

GOURMET ON A BUDGET

Kristi Budd / Aklima Ali

Like to cook? Love to eat? Want to learn how to cook and need/want more practice? If you answered yes to any of those questions, then this is the class for you. In this class we will learn a variety of cooking skills including safely using a kitchen knife, sauteing, frying, steaming, baking and much more. We will plan, shop, prep and cook a variety of dishes from around the world. We will also instagram and "vlog" our dishes. Final presentation will include preparing a dish at home. Bon Appetit! Course fees are 40\$ for this class. Students on financial will receive the same award percentage for this fee. If you have any questions, please ask Stacey Winston.

BUSINESS IMMERSIONS (OTHER)

Lisanne Hardin / Josh Liberman

This course is open to sophomores and juniors who applied to the program earlier this year and have received confirmation that we have a business host for them.

The Paideia School is expanding its entrepreneurial focus as we provide our students with a new experiential learning opportunity this spring. The goal of this Business Immersion class is to expose students to what it's like working in a professional environment. Interested students completed a survey

about their career interests and were matched with businesses in the Atlanta Area. Students will be hosted by Paideia Alumni or Parents for 11 days, with a few days in the classroom before and after for prep, wrap up, and student presentations.

VOLLEYBALL FOR EVERYONE(PE)

Stacey Winston / Becki Veal

Want to know more about volleyball and improve your skills? This is the class for you. All skill levels are welcome and boys! This course will cover basic ball handling skills, the rules of the game, and a bit of strategy. To receive credit, each member of the class must demonstrate an understanding of the basic rules of volleyball. Attendance, enthusiasm and participation are essential to the success of this course.

PORTFOLIO DEVELOPMENT (AMD) B

Madeleine Soloway

This class is designed for serious and advanced Juniors interested in furthering the development of their college portfolio. Students will create a small body of work based on a theme using a variety of materials and media. **Students interested in enrolling in Beyond the Surface Capstone must sign up for this course.** Teacher permission to enroll in this class is necessary. (2 hrs.)

SINGING/SONGWRITING (AMD) A

Anita Aysola

This is a 2-hour course for students who are interested in getting started on songwriters or for current songwriters interested in developing their craft. We will study great songwriters and also look at song structure. We will also build in work time every day during class so students can write and also work together to collaborate and co-write during class. Course will also include guest singer/songwriters from Atlanta's professional music scene to visit the class to talk about their songwriting process. The goal will be to write, complete and perform one new original song by the end of the course. Students interested in the course should have a level of proficiency as a singer or instrumentalist or both.

CHAMBER MUSIC AND COMMUNITY (AMD) A

Amy Wright/ Elisabeth Copeland

Chamber music and small ensemble music has a long history in western music. Most of the greatest composers of symphonic, operatic, and sacred music have often turned to the string quartet and smaller ensembles to express their most personal thoughts or to experiment with musical ideas. As a performance based class, students will work in small chamber groups in settings that emphasize independence in playing and development of ensemble skills. The group will be formed based on instrumentation; the class is open to all instrumentalists at Paideia with the permission of the instructors; and practice and preparation outside of the class periods is expected. Students will use class time to rehearse music to perform for under-served communities and populations. The ensembles will present performances in the broader community (potential audiences include preschools, assisted-living facilities, nursing homes, veteran's hospitals, etc.) and multiple performances during the school day are anticipated. Students can get internship credit for this class.

SALT, FAT, ACID, HEAT (OTHER)

Miranda Knowles /Lindsay Reid/ Skye Jalal

A cookbook and Netflix docuseries written and produced by chef Samin Nosrat. According to the Atlantic, this cookbook is a "love letter to amateur cooks", and is a wonderful guide for both beginner and more experienced chefs. Nosrat breaks down the essentials of quality cooking into four elements (salt, fat, acid, and heat) with the theory that if each of the four are fully understood and mastered, anyone can become a great cook. In this course we will learn the science behind each of the four elements and try cooking recipes from both the book and show. Some of the dishes we will prepare include cacio e pepe, focaccia, dashi short ribs, citrus pavlovas, buttermilk panna cotta, and many more!

PHOTOGRAPHY AFTER FRANK (AMD)**Holly White**

How has photography changed since Robert Frank? With his non-traditional approach to shooting, Robert Frank captured the essence of America during the 1950s and forever changed 20th century photography. From street photography to the urban landscape, this class will explore various ways photographs can be used to visualize a city through the lens of a camera. Students will explore different neighborhoods while focusing on both the technical and theoretical side of photography. This class is for both beginners and long term photography students who are interested in a studio class that allows more opportunity to shoot, and create a final body of work. Limited to 10 students

INTERNSHIP (OTHER) A, S**Natalie Rogovin**

The internship is a component of a larger, school-wide initiative designed to strengthen the community stewardship ethic and deepen learning through volunteerism and civic involvement. The goal of this endeavor is to provide you with an opportunity to investigate pressing issues of social justice in your community. It is also a graduation requirement; two internships, at separate organizations, with a minimum of 30 hours each, must be completed (only one internship credit is awarded for on campus service work). Students are encouraged to do 1 internship their 9th or 10th grade year and a second one in their 11th or 12th grade year.

SETTING UP INTERNSHIP:

Step 1. Start by making general observations of issues social justice that affect your community. In your exploration of these issues begin researching local, non-profit organizations whose mission statements aim at addressing solutions.

Step 2. Once you have identified an issue and/or an agency, check in with Natalie. She may already have a contact or opportunity lined up that you can take part in. She can also offer support when you are contacting an organization yourself for the first time. It is important to be sure that the organization can also offer you a minimum of 30 hours of service related work.

Step 3: Submit your internship proposal to Natalie via the Student Portal. Internships are set up by the student with the help of Natalie, who must approve all proposals for internship credit. The process of setting up an internship is part of the experience; students, rather than parents, should handle essential communication and coordinate details through Natalie. Proposals must be submitted prior to the start of service.

Step 4: During the internship, it is suggested that students keep a journal of their experiences. Regular communication with Natalie during the internship is expected.

Step 5. TO RECEIVE CREDIT students must complete the Reflection Essay and have site supervisors complete the Supervisor Evaluation Form. Both must be completed for credit and both are available on the Student Portal



PERIOD 3 ONE-HOUR COURSES

ACADEMIC:

US HISTORY AND GOVERNMENT (SS) Carl Rosebaum / Amy Manlapas / Erik Wade

This is a continuation of the Long Term course. Students must stay with their Long Term teacher during Short Terms. (One hour each Short Term is required of students in American History). (1 hr.)

HISTORY OR HATRED: Confederate Monuments in the New South and Atlanta(SS) F

Gregory Mancini

This class explores the heated—and sometimes even violent—political and historical debates over American public monuments related to the Civil War. How have these public monuments influenced American history and identity and how do they continue to fuel the flames of conflicts today? How have some monuments been used to legitimize hateful and disturbing aspects of our history and others been used to critique dangerous national myths? How should we memorialize America’s history in any form? As the makeup of the population in the South continues to change, including in places nearby in Georgia (i.e., Clarkston, Norcross, and Gwinnett County, etc.), the clashes between those celebrating the Old South and those bringing change to a New South will only become more common. The memorialization of the past is not a mere theoretical matter, but a real issue with which these communities must struggle. Our course will also involve visits to several sites within the Atlanta area and Georgia that honor Confederate figures. Expect short quizzes, a small final project, and, most importantly, a willingness to grapple with difficult historical questions.

SLICE OF PI (MATH)

Kim Mansion

In this class, we will take a look at math and how it traveled across non-western culture and civilization. We will explore how patterns emerge and math comes out in cultural activities. We’ll dive in deep to looking at the different calendars, create art and decorations, investigate divination, play games, look at new counting schemes and study kinship. Come take a look at math in a whole new light!

ROCKET BUILDING (SCIENCE)

Drew Kise

In this class we will do nothing but build and launch our own rockets! Rocket building using common household items is a popular pastime of adventurous kids of many generations. It’s a perfect opportunity to learn a bit of engineering, physics, and chemistry all while getting to launch your own creation 1000 feet into the air! From simple bottle rockets to reloadable engine rockets, we will learn how to design, create, and (of course) launch our own homemade rockets! No previous experience is necessary and all supplies will be provided.



PERIOD 3 ONE-HOUR COURSES
NON-ACADEMIC:

COFFEE AND A BOOK: *The Starless Sea* (OTHER)

Tally Johnson

Do you miss having the time to just enjoy a good book? This class creates a laid-back environment where you can rekindle (or continue) the habit of reading for fun. Our main selection this time is Erin Morgenstern's *The Starless Sea*. Some of you may be familiar with Morgenstern's first novel, *The Night Circus*. Her new release *The Starless Sea* is just as captivating. We will read a reasonable amount at night, and then discuss it in class the next day. You do not need to have read the book ahead of time, but it's fine if you have and reread it with us. The class time will be spent in discussion of the book and how you like it - low stakes, easy conversation amongst people who like to read. If we have time, we'll delve into some other short readings, or perhaps enjoy some time for free reading and sharing. I will also have a keurig coffee maker and a microwave, so bring your coffee/ tea/ hot chocolate and a mug.

PRIMITIVE LIVING (OTHER)

Brian Smith

This course is similar to the wilderness survival course taught in previous years, but will focus more on primitive living skills. Topics include: fire making, cooking on open fires, making cordage from plants, medicinal and edible plants, construction of tools, hunting tools, pottery, and, if time permits, weaving. Students will be outside on most days.

GAMES OF THE VIKINGS (PE/HEALTH)

Magnus Edlund

Combine historic knowledge with bruises. We will explore both physical and mental Viking games. You do not have to be strong--other skills were also highly regarded during this age. In one of the Old Norse kings' saga, King Eysteinn and King Sigurðr compared their accomplishments, Sigurðr claimed he was stronger and a better swimmer. Eysteinn countered, "That is true, but I am more skilled and better at board games, and that is worth as much as your strength." For the first few weeks, we will learn a new game a day, and then for our remaining time, we will challenge each other to crown a class king/queen. This is a pass/fail, non-academic class. You will be assessed on your acquired skill in the games played, and your engagement in the class. Expect some grass stains and a good dose of laughter. (2 hrs.)

PLAYGROUND GAMES (PE / HEALTH)

Ivan Asteghene

With the use of the Gym, Fitness Center, Campus Green (Weather Permitting), students will be introduced to a myriad of Physical Education Games that High Schoolers will enjoy! Over the course of the term, students will experience marked improvements in fitness since we will increase the heart rate or gain some flexibility in stretching and get you started for the day. Bring a change of shirt, maybe shorts and definitely some body spray as you perspire your frustrations away!

US HISTORY SAT II REVIEW (OTHER)**Barrington Edwards**

This course will serve as a review of United States history to help prepare students currently taking US History for both the SAT II exam in US History. In addition to reviewing the content, we also will discuss test-taking strategies. If you are interested in taking the AP US History exam, please get teacher permission - Amy can also give separate test prep for the AP test. (1 hr.)

UNDERSTANDING YOUR DOG (OTHER)**John Abert**

From its ancestral roots as a wolf, *canis lupus familiaris* has become the most varied mammal species on Earth . . . and one of the most misunderstood. Our “best friends” are cherished because they are so much like us, but they are also so different. This course will dispel some myths, help you understand how your dog thinks, and enhance your relationship with your canine companion. John has over thirty years of experience training his dogs and teaching people to train theirs. Required text: Dog Sense

TECHNOLOGY ASSISTANT (OTHER)**Tami Oliver**

A large part of the success of the computer program at Paideia has been the willingness of students to take an interest in the operation of the computer labs and the school-wide network. Responsibilities include assisting people in finding software or other materials, helping newcomers use the computers, answering questions, maintaining and installing equipment. The assistant may use free time to work on his/her own assignment from other classes. (***Permission of instructor required**) (1 hr.)

YOGA (PE)**Marci Wieland**

In this class, which is designed for yoga practitioners of all levels, we will integrate breath, movement, tension and relaxation in a series of postures (asanas) in order to build strength, balance, and flexibility. Repeated practice of moving through these postures also allows us to experience greater mental strength, balance, and flexibility, as it requires us to turn inward and focus our attention on our breath and alignment. Throughout the course, we will progress sequentially from easier to more challenging poses. This class is open to students who have not previously taken it.

**PERIOD 4 ONE-HOUR COURSES****ACADEMIC:****US HISTORY AND GOVERNMENT (SS)**

Barrington Edwards/Carl Rosenbaum / Erik Wade

This is a continuation of the Long Term course. Students must stay with their Long Term teacher during Short Terms. (One hour each Short Term is required of students in American History). (1 hr.)

HIDDEN FIGURES (MATH)**Kim Mansion**

Hidden Figures is the story of an unheralded group of Black women whose brilliance and dedication provided a foundation for the United States space program. This group of women, known as “human computers”, worked at the NASA Center in Langley, Virginia. Their story is also the story of the world in which they lived and worked—the racism and segregation that made their lives more difficult; the beginnings of the civil rights movement in the South; the Cold War with Russia that gave such impetus to the drive for superiority in space; and the space race itself. In course, we will view the movie *Hidden Figures* and learn the story of the black women who became “human computers,” mathematicians, and engineers for NASA. We will also explore “The Space Race”, learn about patterns of segregation that persisted from the end of Reconstruction into the mid-20th century in the South, and investigate the mathematics used to obtain the orbits and trajectories calculated by the “human computers.”

AP CHEM PREP (SCIENCE)**Magnus Edlund**

If you are planning to take AP chemistry next year this is the class for you. Get started on your summer assignment and review material that is considered prior knowledge for AP students. This is not a required class but it will give you a good start for your AP Chemistry experience next year.

**PERIOD 4 ONE-HOUR COURSES**
NON-ACADEMIC:**POKEMON: Introduction to VGC 2020 (OTHER)****Martin Aguilera / Javier Pardo/ Elijah McCauley**

Welcome to a class where we learn how to play Pokemon in its finest form: the video game. A turn based, strategy based face off, you will be sure to love it! The first few weeks will be devoted to learning rules and building teams. At the end of short term, we will host a tournament. 7-9 rounds of swiss and then top cut. There will be prizes and it will be fun. Any level of skill is welcome; we will teach as if no one knows anything.

FIESTAS DE CONVERSACIÓN! (OTHER)**Joy Lewis Mendez**

You know how you're always begging your Spanish teacher to let you "have a party" where you can bring in food and relax and speak in Spanish all period? That's what we'll do in this class. This is a conversation class for Spanish students of all levels to improve their oral abilities. We will have different conversation topics, games, mini presentations, or role-play activities every day. Participation is everything in this class- so come prepared to SPEAK and be immersed in Spanish for an hour a day! (1hr)

ACTING: IMPROVISATION (AMD) Jesse Evans

In this course we will focus on the improvisational portion of acting. We play many different games, such as those seen on *Whose Line Is It Anyway?* but we will also discuss and study the art of improvisation. We will learn how it can be used in basic and advanced acting as well as in other real world situations. The course may culminate in a Monday Morning Meeting performance for any students willing to do so. (1 hr.)

YOGA (PE)**Marci Wieland**

In this class, which is designed for yoga practitioners of all levels, we will integrate breath, movement, tension and relaxation in a series of postures in order to build strength. Besides integrating a healthy body, these yoga postures demand our attention by focusing on our breath and alignment. Keeping the rhythm and the flow of the practice as steady as possible while respecting our limitations, we will progress sequentially from easier to more challenging poses. Over the course of the term, students will experience marked improvements in strength, balance, and flexibility of body and mind.

SERVICE LEARNING (OTHER) S**Natalie Rogovin/ Gregory Mancini**

We will have the opportunity to shadow people working in a non-profit, compare how other organizations in Atlanta are tackling similar issues and develop plans of action for our own campus.

This class will function in 2 ways. First, it will be an exploration into developing your skills in service leadership and project management. Who are you as a leader? How do you work best in groups? How can you best understand and develop your strengths and areas for growth? Second, the class will explore a framework of intersecting perspectives developed to help you understand the root causes and effects of social issues as they relate to youth homelessness and LGBTQ+ identity and connect participants' personal

life choices and experiences to the topic. This is part of the Internship CapStone, students in this class will also be assigned internship at Lost and Found Youth.

INTRO TO MUSIC THEORY (AMD)

John Abert

Often referred to as "the science of music", Music Theory is a detailed study of the rhythmic, melodic, and harmonic practices that have predominated music from Bach to rock. Students will learn the basic principles of "common practice", enhancing their analytical listening skills through ear training and sight singing exercises. Extensive previous musical experience is a prerequisite for this course, preferably including several years of performance on piano, a wind or string instrument, or voice. Instructor approval is required. (1hr)

SURVIVOR (OTHER)

Brian Smith / Mini Breaux

Survivor is one of the longest-running reality shows out there, with its first of 40 seasons premiering in 2000. The show involves a group of contestants who get split into tribes to live in difficult conditions, while simultaneously competing in challenges and attempting to stay in the game the entirety of 39 days. The environment created by the show not only leads to some entertaining physical and mental challenges, but also heaps of drama brought on by competition, making and breaking alliances, and high levels of emotions due to the harsh living conditions, which often creates wonderful entertainment. The show can also be an interesting yet effective platform for certain discussions about race, class, gender, and other important issues in our society, which adds to the complexity of the show and makes it that much more interesting to watch.

In this class, we will watch a season of Survivor. We will then discuss episodes in-class, both from a competitive viewpoint (i.e., what did you think about X's strategy this week) and an ethical/moral one (i.e., how do you think the tribe split along certain lines will affect how people interact later in the game, or, is the amount of food/water given to contestants enough to have the competition be ethically sound). Also, during certain class periods, students will split into teams, participate in challenges adapted from the show, and design their own challenges to compete in.

TECHNOLOGY ASSISTANT (OTHER)

Tami Oliver

A large part of the success of the computer program at Paideia has been the willingness of students to take an interest in the operation of the computer labs and the school-wide network. Responsibilities include assisting people in finding software or other materials, helping newcomers use the computers, answering questions, maintaining and installing equipment. The assistant may use free time to work on his/her own assignment from other classes. (***Permission of instructor required**) (1 hr.)

STUDENT RUN DANCE ENSEMBLE (PE)

Amy Manlapas

-This class runs from period 4-6 -

During periods 4-6, we will be preparing for the dance showcase scheduled to take place on Saturday, May 30th. All who are interested are welcome, but auditions are required for placement purposes. We will be meeting in the old elementary library. Pieces by the directors will include ballet, tap, lyrical, modern, jazz, and contemporary, but those with experience in other styles are encouraged to audition to contribute choreography. Additional rehearsals after school and during lunch will be called. This class is required for those wishing to participate in the showcase. We can't wait for the this year's amazing dance experience!. (3hr)

SUSTAINABILITY INTERNSHIP (OTHER) Korri Ellis Interested in assisting with the advancement of environmental sustainability at Paideia? The focus of the sustainability internship can be shaped by your area of interest. Possibilities include participation in citizen science projects, research and action projects helping to address challenges with our school community's waste stream, conducting water quality tests, teaching environmental lessons to lower grades. **This internship will be periods 4-6.**



PERIODS 5&6 TWO-HOUR COURSES

CAPSTONE COURSES:

****Be sure to sign up for one of the supporting courses if you want to take a Capstone class!****

SMELL, BUBBLE, BURN

Lindsay Reid / Paula Nettles

In this course, students will gain an appreciation of the science of scent as well as an opportunity to use scent to create both soaps and candles. The science and practice of soap and candle making will also be explored with students creating products they may keep and use. Students will have the opportunity to learn 2 weeks of candle making with Lindsay and 2 weeks of soap making with Paula. Labs will include scent extraction, saponification, comparison of waxes, olfactory fatigue and others as time and interest allow. During our capstone time we will be preparing for sales at local farmers markets, selling at the markets and visiting our community partners that benefit from the philanthropy of the Smell Bubble and Burn program.

BEYOND THE SURFACE

Madeleine Soloway

This capstone is for serious art students wanting to explore in greater depth a self initiated, concept driven, art project. As a group, part of this class time will be spent visiting art galleries and museums in Atlanta, examining themes, topics, and concerns of a variety of exhibiting artists. When at school, each student will be expected to work in the art studio researching and creating individual, thematically driven works of art. Students must be able to sustain a focused approach, up to four hours, with their work while in the studio. Students must have taken Beginning Drawing & Painting or approval from Madeleine or Holly.

FINDING ATLANTA'S IDENTITY

Lacey Andersen / Amy Valk

In this class, students will be exposed to different influencers, landmarks, and events that have helped shape Atlanta's identity. Days one through twelve will consist of students exploring the many layers of Atlanta through guest speakers, field trips, documentaries, and personal investigation. Some topics that will be discussed include music, civil rights, arts, housing, transportation, movies, and diversity. During the capstone days, students will have the opportunity to pick their own area of interest and explore how this area is part of this multifaceted city. Students will then create custom map print, showing their experience and the story of Atlanta.

SERVICE LEARNING: INTERNSHIP

Natalie Rogovin

In this capstone project class, students will participate in strong, direct service with Lost and Found Youth, an organization who serves independently homeless Atlanta youth who identify as LGBTQ+. Students will serve through Paideia's internship program and a one hour class that explores the broader social and philosophical issues related to service learning and leadership. In addition to examining issues and content related to youth homelessness and LGBTQ+ identity, students will explore the active citizenship model, activate service leadership skills, and participate in reflection.

The goal of the experience is to:

4. deepen learning through volunteerism and civic involvement
5. provide the opportunity to investigate pressing issues of social justice
6. recognize the inequalities in our communities, challenge injustices, value diversity, and ensure equal access to liberties and rights

At the end of the term, students will produce an exhibit that showcases the work they have done and common themes & issues that connect their work.



PERIODS 5&6 TWO-HOUR COURSES
ACADEMIC:

CANADA (MOD LANG)

Eddy Hernandez/ Joanna Gibson

This class is a 4 hour class from periods 3-6

This **4-hour course** is an introduction to Canadian culture and history, with particular emphasis on the province of Quebec. Students will learn about modern Canadian culture through literature, music, film, and Quebecois language. We will also learn about the major events in the history of Canada, as well as important geographical and political aspects of the country. Evaluations will be based on a test, a notebook that students will keep for notes, assignments, vocabulary and questions throughout the term, and a presentation.

This class is open to all students with a basic knowledge of French, however, students registered for the Québec trip from Monday, May 25-Friday May 29 are required to take this course.

THE FOURTH DIMENSION (MATH)

Jack Bross

Paideia students have a long history of exploring the nature of objects in four dimensions. The text will be materials written by former students which explain how to take our knowledge of three dimensions and bend it to four dimensions. Paideia graduates will help. There are no prerequisites, but artistic, mathematics, or computer experience will help. (2 hrs.)

PUEBLO INDIANS (SS)

Marty Hays

This class will deal exclusively with southwestern US Indians. This area is not covered in the Term A American Indian class. Local authority and Cochiti Pueblo tribal member Scott Riley will teach the class along with Marty Hays. This will be an academic class with reading assignments and a short research paper. A trip to the Cochiti Pueblo or an opportunity to do volunteer work for young Indian kids is a possible outgrowth of this class. (2hrs.)

FRIDAY NIGHT LIGHTS: a Town, a Team, a Dream; a Movie; a Television Series. (ENGLISH)

John Capute

Term B. 2 hours. John Capute. Academic. In 1988, journalist H.G. "Buzz" Bissinger spent a year in the west Texas oil town of Odessa following the Permian High School Panthers football team as it competed for the Texas high school football championship. What Bissinger discovered was a world unto itself, where HS football was the most important aspect of the town's life (not unlike many towns in our own south). The football stadium held over 19,000 people; the young players were held up as demigods, exempt from any serious school work and waited on by their female classmates known as "Peppettes". Odessa itself, at this time, was recoiling from a statewide oil crash that bankrupted millionaires in a town that was deeply divided racially and economically. None of which mattered to many in town as long as their beloved Panthers won. The book Bissinger wrote from his year in Odessa became a bestseller and was named by Sports Illustrated the fourth-greatest sports book ever. In 2004, the book was adapted into a critically lauded film starring Billy Bob Thornton as real-life Coach Gary Gaines. In 2006, the book and the film became the basis (or inspiration) for the television series of the same name. The series, though never a ratings success, was one of the most admired and critically acclaimed shows of its five year run (and a showcase for little known actors at the time who went on to bigger and better things: Kyle Chandler, Connie Britton, Michael B. Jordan, Taylor Kitsch, Jesse Plemons, and Jurnee Smollett-Bell). All three

works look unsparingly at life in small town America, at high school life and the role big-time athletics play in the world of the kids who play sports. And in the process of looking at small town high school football, all three works look at life in America here at the turn of the millennium. We will spend the class reading excerpts from the book and seeing how it gets translated into the fictionalized world of the television series and, ultimately, how it gets adapted into the film. And through the lens of these three very different visions, we too will address what they say about living in America in the 21st century and what it means to be a teenager, a parent, an athlete, a coach and teacher, what it means to black and white, middle class and working class: what it means to be who we are now. There will be steady reading in this class; a blog; film viewing; a test at the end of the term; but above all, discussion, discussion, and discussion.

BEHIND THE IRON CURTAIN IN FILM & LITERATURE (ENGLISH)

Jim Veal

Filmmakers and writers have created many powerful depictions of life in totalitarian states, from the Soviet Union to East Germany to Cuba and communist China. In this course we will sample some of the best of these works. Most of our reading will be the short fiction of Ha Jin, a native of China now living in America. The stories in his acclaimed collection “The Bridegroom”, set in a provincial Chinese city not long after the disaster of the Cultural Revolution, depict the struggles – sometimes bleak, sometimes comic, sometimes surreal - of everyday Chinese people to live their lives in a time of fear and uncertainty. In doing so, Jin’s stories reveal a largely unknown world to American readers. Other writers will include David Remnick, Anchee Min, Alexander Solzhenitsyn, and Vaclav Havel. The film component of the course will emphasize life in totalitarian communist states, mostly in Europe: “Dr. Zhivago” (the Bolshevik Revolution), “The Thief” (Russia under Stalin), “Katyn” (Poland during and after WW2), “Moscow Does Not Believe in Tears” (The Soviet Union in the 1970s), “The Lives of Others” (East Germany before the fall of the Berlin Wall), “Coming Home” (China during the Cultural Revolution) and “Goodbye Lenin” (East Germany after the fall of the wall). Evaluation will take the form of reading checks, discussion participation, and – most importantly - student writings about the texts and films.

OSCAR WINNING FOREIGN FILMS (MOD LANG)

Melissa Mckay Hagan

At the 29th Academy Awards in 1956 the Academy created a category known as the Best Foreign Language Film Award for non-English speaking films. In 1956 this award was given to Federico Fellini’s film *La Strada* and it has been given out every year since. We will begin this course with a history of the Academy of Motion Picture Arts and Sciences, focusing especially on the category of Best Foreign Language Film. We will view films from different decades that have won an Oscar in this category. Students will watch films in class, do research on each film and director and write a 1-page journal entry on each film. Students are expected to take notes in class on the material covered, take part in discussions about each film, and prepare a final 10-15 minute presentation. Evaluation will be based on class participation, quizzes, homework and preparation and the final project. This course is taught in English and all films will be shown with English subtitles. It is open to all students.

IRELAND (ENGLISH)

Joseph Cullen

A course in which we will learn about the culture and some of the history of Ireland. There will be reading, films, music but very little dancing. A beautiful country with its own language and deep traditions.

CUT IT OUT ! Creating with the Laser Cutter and CNC router (SCIENCE)

Dave Fergemann

This class will teach you how to make things with two incredible tools: the Glowforge laser cutter and the X-Carve CNC router. These tools allow you to start with a sheet of wood, plastic, leather, aluminum or other material and cut it into just about any shape you can imagine. You'll learn how to draw your designs on a computer and use the machines to cut them precisely. Your goal will be to make something beautiful and functional that no one's ever made before!

DISC SPORTS(PE)

Miranda Knowles/ Clark Cloyd

We all know that Paideia is an ultimate frisbee school, but what else can you do with a disc? All levels are welcome - we will teach basic disc skills as well as non-ultimate disc sports. We will play goaltimate, mini, boot, shtick, flutter guts, guts, disc golf, kan jam and more. Come play with us!

SEXUALITY: ROLES AND RELATIONSHIPS (SCIENCE)

Ruth Dinkins/Rick Goldstein

This is a team-taught 2-hour B term class that is devoted to learning about and discussing topics of human sexuality with a particular focus on relationships and making good decisions. Topics include: reproductive anatomy, birth control, sexually transmitted infections, and sexuality identity and roles. There are no tests or papers, but there are weekly quizzes, a few homework assignments, lots of in-class activities, and a final project. The course is available to all high schoolers. Bring an open mind; you might learn something important for your future.



PERIODS 5&6 TWO-HOUR COURSES
NON-ACADEMIC:

CUTTING EDGE: CONTEMPORARY COLLAGE (AMD) Dianne Bush

A collage is a visual representation made from an assembly of different forms, materials and sources creating a new whole. Making a collage helps to identify an existing or a new context. Visual thinking and visualisation of ideas is inherent in thinking up ideas and solutions in design. We will explore the history of collage and then focus on contemporary artists who are using collage in interesting ways as inspiration for our own work.

WALK. REFLECT. WRITE. (OTHER)**Beth Schild/ Gavin Drummond**

Walking is good for you. It gets your body moving and it loosens up your mind. Hip companies are starting to insist that employees take meetings while walking. The premise of this class is simple: we walk every day. Sometimes in the neighborhood. When we can get a bus, we'll go further afield. We will take a journal, and we will write (prose, reflections, journal, poetry . . .), or sketch. We might take photographs. We might all consider the same question one day and talk about it; on other days, we'll all reflect in our own way. We will immerse ourselves in the experience. And then we will return to campus, a little bit refreshed, our minds expanded. We are so looking forward to spending time with y'all. Expect to journal every day, and to share your thoughts in a daily discussion

PLENTY OF POKER (OTHER)**Drew Kise**

Chances are if you've ever played poker, you've played either Texas Hold 'Em or Five-Card Draw. These are the poker variations that are known and popular throughout the world. However, these two games just skim the surface of the different variations that exist in poker. In this class, we will learn how to play, bet, strategize, and bluff our way through many different poker games that fall into three distinct categories: 1. Draw poker 2. Stud poker and 3. Community card poker. The class will culminate with a Tournament of Champions style competition, where you can't be afraid to go "All in!"

FUNCTIONAL ANATOMY AND WEIGHT LIFTING (PE)**Anna Hammond**

In this course you will learn about functional anatomy and movement science and be able to apply it to weight lifting and sports performance. You will learn the "why's" and "how's" behind what you're doing to optimize performance and injury prevention.

WE'LL SAVE OURSELVES: FEMALE SUPERHEROES (OTHER)**Tally Johnson**

Come explore the world of female superheroes. We'll look at the rise in popularity, the controversies and brilliance, and the historical arc of myriad characters, from Wonder Woman to Black Widow and the Powerpuff Girls. We will watch a number of these heroes in full-length films as well as in shorter pieces, and we'll look at a bit of the original comic book source material. We'll have time for discussion and analysis, from wardrobe choices to different ways to portray characters like Catwoman. We'll also discuss what kind of female superhero you would create if you had the chance – what kind of hero do we need now? You're welcome whether you have no prior knowledge or an encyclopedic understanding the nuances of these universes. Come enjoy the power and the subtlety of these heroines!

SOCCER EN ESPAÑOL (OTHER)**Joy Lewis Mendez**

¡Estoy solo! ¡Pásame el balón! Like soccer? Like Spanish? Improve both skills in this informal "immersion" class. We will be on the field (Candler Park) 3 days a week improving our Spanish and soccer skills, and in the classroom 2 days a week learning all the vocabulary necessary to communicate on the field. We will also watch games in Spanish, learn about Hispanic teams and players, and review the cultural importance of soccer in the Spanish-speaking world. Grading is based on participation, attitude, engagement, a day as team coach (in Spanish), and a final presentation (also in Spanish). All levels of skill in both areas are welcome, but you must have some experience with Spanish (at least one year) to take this course. (2 hrs.)

SUSTAINABILITY INTERNSHIP (OTHER) Korri Ellis Interested in assisting with the advancement of environmental sustainability at Paideia? The focus of the sustainability internship can be shaped by your area of interest. Possibilities include participation in citizen science projects, research and action projects helping to address challenges with our school community's waste stream, conducting water quality tests, teaching environmental lessons to lower grades. **This internship will be periods 4-6.**

VEX ROBOTICS (OTHER)**Jen Leon**

In this class, we'll design and start building robots to compete in the 20120-21 VEX Robotics competition. No robotics experience is required. This class is intended for students who are considering joining the robotics team or taking the long-term robotics elective next year. If you've never built a VEX robot before, we'll show you how!

BOWLING (PE)**Mark Schmitt**

The short term Bowling class meets every day for two hours and travels by bus to Suburban Lanes in Decatur. The class is for all levels of bowlers, from beginner to experienced. The purpose of the course is to learn the basics of this "lifetime sport" and when the class is over, students will learn bowling terminology, how to score, and most importantly how to bowl. There is hands-on instruction available at the lanes for those who wish to take it seriously, and those who just want to learn the basics and have "fun" bowling, are able to accomplish that. We have tournaments and competitions, but it is all handicapped, so the winners are not necessarily the best bowlers, but those who can bowl the highest above their average. This class is open to all high school students.

CONCEPT ALBUMS (OTHER)**Sarah Schiff**

A concept album is an arranged collection of songs, or song cycle, with a unifying theme that tells a story. Each track on the album conveys part of the narrative, which means a concept album is best appreciated when listened to in its entirety, from beginning to end—a less common form of music appreciation in our age of playlists and downloads. (Because of the fuller and rounder sound of analogue, we will listen to these albums on vinyl.) This course will focus primarily on rock and R&B concept albums. Come listen to some of the most foundational, artful, and entertaining concept albums from the past sixty years. Artists will likely include the following: The Who, Parliament, Pink Floyd, David Bowie, Rush, Lauryn Hill, Green Day, Beyoncé, Muse, Kendrick Lamar, and Janelle Monáe. Students are also welcome to bring in concept albums they like and want to share. Requirements of the course include daily participation and journaling.

STUDENT RUN DANCE PERFORMANCE (PE/HEALTH)**Amy Manlapas**

During periods **4-6**, we will be preparing for the dance showcase scheduled to take place on Saturday, May 30th. All who are interested are welcome, but auditions are required for placement purposes. We will be meeting in the old elementary library. Pieces by the directors will include ballet, tap, lyrical, modern, jazz, and contemporary, but those with experience in other styles are encouraged to audition to contribute choreography. Additional rehearsals after school and during lunch will be called. This class is required for those wishing to participate in the showcase. We can't wait for the this year's amazing dance experience!.

JH MUSICAL TECH CREW (OTHER)**Danyale Taylor**

This 2 hr class is for students interested in helping JH students create and build the set for the JH musical.

INTERNSHIP (OTHER)**Natalie Rogovin**

The internship is a component of a larger, school-wide initiative designed to strengthen the community stewardship ethic and deepen learning through volunteerism and civic involvement. The goal of this endeavor is to provide you with an opportunity to investigate pressing issues of social justice in your community. It is also a graduation requirement; two internships, at separate organizations, with a minimum of 30 hours each, must be completed (only one internship credit is awarded for on campus service work). Students are encouraged to do 1 internship their 9th or 10th grade year and a second one in their 11th or 12th grade year.

SETTING UP INTERNSHIP:

Step 1. Start by making general observations of issues social justice that affect your community. In your exploration of these issues begin researching local, non-profit organizations whose mission statements aim at addressing solutions.

Step 2. Once you have identified an issue and/or an agency, check in with Natalie. She may already have a contact or opportunity lined up that you can take part in. She can also offer support when you are

contacting an organization yourself for the first time. It is important to be sure that the organization can also offer you a minimum of 30 hours of service related work.

Step 3: Submit your internship proposal to Natalie via the Student Portal. Internships are set up by the student with the help of Natalie, who must approve all proposals for internship credit. The process of setting up an internship is part of the experience; students, rather than parents, should handle essential communication and coordinate details through Natalie. Proposals must be submitted prior to the start of service.

Step 4: During the internship, it is suggested that students keep a journal of their experiences. Regular communication with Natalie during the internship is expected.

Step 5. TO RECEIVE CREDIT students must complete the Reflection Essay and have site supervisors complete the Supervisor Evaluation Form. Both must be completed for credit and both are available on the Student Portal