



# Course Catalog

## 2019-2020

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**Graduation Requirements: Total of 28.0 credits**  
**(see below for credit requirements by category)**

**School Year:**

**Trimester 1: September 9-November 22**

**Trimester 2: (Dec.) December 2-December 20**

**Trimester 2: (Jan-Feb) January 13-February 21**

**Trimester 3: March 9-June 5**

*Please Note: Class offerings are subject to change.*



Contact the Registrar's Office, at 603 654-9408 ext.106 with any questions or for further information.

# Mathematics

## Graduation Requirement: 3.0 credits through Algebra II

### Required Courses and Competencies

#### Freshmen

Math (competency based).....	1.0 credit
Permutations and Combinations.....	0.25 credit

#### Sophomores

Math (competency based).....	1.0 credit
Descriptive Geometry.....	0.25 credit
Surveying & Trigonometry.....	0.25 credit

#### Juniors

Math (competency based).....	1.0 credit
Projective Geometry.....	0.25 credit

#### Seniors

Math (math optional if Algebra II completed).....	1.0 credit
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## Course Listing

### Algebra I

**3 trimesters / 1.0 credit**

**Thora Cardenas**

***Required competency- track class usually taken in the freshman year (credit given on approval basis if high school level Algebra I taken in 8th grade)***

The course begins with a review of the basics including fractions, order of operations, and positive and negative numbers. We then proceed to algebraic topics, which include the following: solving linear equations, solving and graphing systems of two equations, inequalities, exponents and scientific notation, operations with polynomials, rational and irrational numbers, and solving quadratic equations using factoring. Word problems with applications to real life will be used throughout the course.



**Honors Challenge:** Students wishing to receive credit for Honors Algebra I will complete all of the above work at a quicker pace, while consistently completing more challenging assignments and problems, both in class and as homework (for example, the 'B + C' problems in the book). Regardless of where the student begins after the initial placement test, the amount of work to be completed during the academic year is 20% more than the regular course. Students must maintain a B-average throughout the year, and dropping out of the honors challenge results in a withdrawal on the student's transcript.

## **Algebra II**

**3 trimesters / 1.0 credit**

**Colleen O'Connors**

***Required competency- track class for students who have completed Algebra I and Geometry***

The aim of this course is to review the final units of Algebra I and continue with the Algebra II content. The units covered in this course are: Systems of Equations, Exponents, Radicals, Binomials and Polynomials, Algebraic Functions, Factoring, Quadratic Equations, Word Problems, Exponential Functions, and Logarithms. (As agreed upon by the mathematics faculty, the study of conic sections is explicitly excluded, as it is covered in Trigonometry and Precalculus.)

**Honors Challenge:** Students wishing to receive credit for Honors Algebra II will complete all of the above work at a quicker pace, while consistently completing more challenging assignments and problems, both in class and as homework (for example, the 'B + C' problems in the book). Regardless of where the student begins after the initial placement test, the amount of work to be completed during the academic year is 20% more than the regular course, and additional units may include Series and Sequences, and practical application of growth and decay logarithms. Students must maintain a B-average throughout the year, and dropping out of the honors challenge results in a withdrawal on the student's transcript.

## **Advanced Algebra II**

**3 trimesters / 1.0 credit**

**Colleen O'Connors**

***Optional Advanced Math Course taken after Algebra II, not intended as part of the Pre-calculus, Calculus track.***

The aim of this course is to deepen and continue with applied Algebra concepts. It is especially suited for students who wish to have a fourth year of math without continuing along the Pre-calculus, Trigonometry, Calculus track. The units covered in this course are: Quadratic equations, Word Problems Exponential Functions, Logarithms, Quadratics



Revisited, Operations with Polynomials, Polynomial Functions, Rational and Radical Relationships, Exponential and Logarithmic Applications, Mathematical Modeling, and Inferences and Conclusions from Data.

## **Calculus**

**3 trimesters / 1.0 credit**

**Tobin Peyton-Levine**

***Elective track class for students who have completed Pre-Calculus***

This is a transition course to upper level mathematics and science. Building on the fundamentals practiced in previous classes, students will grow an understanding of the language of math, gaining in turn a new tool to build and strengthen problem-solving skills. Differentials and integrals will be the main topics and tools students will employ to learn about the relationships and power that the language of mathematics to draw connections between different scientific domains. Students should be familiar with pre-calculus functions – trigonometric, exponential, logarithmic functions, as well as polynomials and vectors. A graphing calculator will not be necessary as the focus of this course will be to develop an understanding of the concepts used to create technology.

## **Descriptive Geometry**

**1 block / .25 credit**

**Laura Warden and Daniel O’Connors**

***Required track class for Sophomores***

In this class, students will build on their previous experience with platonic solids by drawing two-dimensional plane projections utilizing the graphic science of descriptive geometry as well as focus on technical drawings. Plates are developed that show several 2-D projections of the 3-D shapes. Distances and visibility of lines and points are determined from these plates.

Our exploration of descriptive geometry relies on the relationship between eye and hand. Our drawings are informed by careful observation, and in turn, the theoretical understanding and refined mechanical skill will enhance our ability to see. This graphic science develops the students’ visualization skills, analytic thinking, and precision with drafting.

## **Geometry**

**3 trimesters / 1.0 credit**

**Robert Sim**



## ***Required competency- track class for students who have completed Algebra I***

Students will be introduced to basic terms such as point, line, plane, ray, angle, and similarity and congruence of triangles. They will actively construct geometrical figures and prove various conjectures through that process. Students will gradually move from triangles to circles and polygons, learning to sketch as well as construct the figures under study. Towards the end of the year they will learn coordinate geometry as well as some basic trigonometry. Algebra will be in constant review throughout the process. The overarching goal will be to reach beyond the mastery of successful problem-solving and seek a deeper understanding of the concepts themselves.

**Honors Challenge:** Students wishing to receive credit for Honors Geometry will complete all of the above work at a quicker pace, while consistently completing more challenging assignments and problems, both in class and as homework. Students must maintain a B-average throughout the year, and dropping out of the honors challenge results in a withdrawal on the student's transcript.

## **Permutations + Combinations**

**1 block / .25 credit**

**Laura Warden**

***Block class required of freshmen***

Life presents each one of us with manifold opportunities which create an equal number of possibilities that we do not know the exact outcome of. This block will look at the probability attached to particular outcomes in everyday life. In order to understand how many possibilities there are, we will look at the mathematics underlying probability with a focus on permutations and combinations.

## **Pre-Algebra**

**3 trimesters / 1.0 credit**

**Thora Cardenas**

***Elective track class to strengthen basic Algebra skills***

Pre-Algebra is designed to give students the fundamental skills necessary to succeed in Algebra 1. The course begins with a review of the basics including fractions, order of operations, and positive and negative numbers. We then proceed to algebraic topics, which include the following: solving multi-step equations, solving and graphing linear equations, an introduction to solving systems of two equations, basic inequalities, basic exponents, intro to polynomials, and factoring. Word problems with applications to real life will be used throughout the course.



## **Pre-Calculus**

**3 trimesters / 1.0 credit**

**Laura Warden**

***Elective track class for those who have completed Algebra II***

This course builds upon the concepts studied in algebra and geometry to provide the basis for the study of calculus. We will delve deeper into functions and trigonometry as well as their practical applications while working with polynomials and exploring rational functions. This will be done with an eye towards mastery.

**Honors Challenge:** In the Honors version of this course, the students will be expected to delve deeper into the mathematical reasons behind the pre-calculus concepts, study independently, and create a culminating presentation of a concept. They must maintain a minimum of B- within the course (80%) and begin the year with Honor's distinction.

## **Projective Geometry**

**1 block / .25 credit**

**TBD**

***Block class required of juniors***

Standing on the shoulders of the “finite” geometry developed by Euclid, projective geometry opens up the broader vista of the infinite by posing questions about the nature and influences of planes, lines, and points at infinity. From these questions, one can begin to glimpse the polarities — between point and line, on the one hand, and between point and plane, on the other — that give rise to the living world around us.

We begin by questioning Euclid's fifth postulate: two parallel lines never intersect. What would happen if they did? The conceptual content of the course stems from the intricacies of this paradox. To explore these concepts, students are asked to construct a series of drawings using precise skills. The study of projective geometry is thus used as a means to develop and support abstract thinking: in the realm beyond what we can see, “what is possible to know?”

## **Surveying & Trigonometry**

**1 block / .25 credit**

**Laura Warden**

***Block class required of sophomores***



This class will engage students in practical exercises to acquire skills in map making and surveying with a focus on mathematical precision and careful observation of the world around us. Students will map different parts of the campus using transits and other surveying tools. We will be working with trigonometrical ratios in order to calculate areas and elevations.

## **Upper Level Math: Game Theory**

**3 trimesters / 1.0 credit**

**Tobin Peyton-Levine**

*Elective track class for students who have completed Calculus*

This course will introduce the basic concepts of game theory utilizing probability and statistical modeling and apply these tools to real-life situations. Card games, chess, checkers and many other games will be studied and practiced building a practical understanding of probability, and behavioral modeling. Terms such as strategies, payoffs, and information, will be introduced with simple games progressing into deeper analysis with more complex games.

# Science

## **Graduation Requirement: 3.0 credits including Health**

### **Required Courses**

#### **Freshmen**

Comparative Anatomy with Lab.....	0.25 credit
Health .....	0.5 credit
Nature Connection.....	0.25 credit
Plant Chemistry with Lab and Integrated English 9.....	0.25 credit
Thermal Physics with Lab.....	0.25 credit

#### **Sophomores**

Cell Biology & Physiology with Lab.....	0.25 credit
Embryology with Lab.....	0.25 credit
Forestry.....	0.20 credit
Health 10.....	0.25 credit
Inorganic Chemistry with Lab.....	0.25 credit
Kinematics with Lab.....	0.25 credit



## Juniors

Atomic Theory with Lab.....	0.25 credit
Botany with Lab.....	0.25 credit
Climate Change and Sustainability.....	0.25 credit
Electricity and Magnetism with Lab.....	0.25 credit
Field Studies.....	0.10 credit

## Seniors

Hydrology.....	0.25 credit
Visual Physics with Lab.....	0.25 credit
Zoology and Evolution.....	0.25 credit

## Course Listing

### Atomic Theory with Lab

**1 block / .25 credit**

**Tobin Peyton-Levine**

***Required Block class~ juniors***

What is the nature of the physical world? During the course of this block we explore the nature of the material world as we review the evolution of modern atomic theory, and the development of the periodic table of elements. We will come to know key elements, such as hydrogen, oxygen, magnesium, sulfur and sodium, through observation of their behavior in the lab. We will study scientists from early Greek philosophers and the alchemists to modern-day researchers, whose experiments contributed to our ever-evolving view of the atom.

We will explore various properties of the elements: elemental masses, the valences of the elements in making compounds, and constant and multiple proportions in reactions. They study the structure of the periodic table and how its structure relates to chemical and physical properties.

### Bioethics

**1 trimester / .20 credit (Jan-Feb)**

**Robert Yeomans**

***Elective track class for juniors and seniors***





Bioethics focuses on issues in the biological and medical fields. This course will allow you to approach ethical issues in the biological sciences in a well-informed, unbiased way and look at all sides of an issue to build an informed personal view on each matter. Real and hypothetical cases will be discussed. Some possible topics for discussion include animal research, genetic technology, and pharmaceutical development. Content will include reading assignments, biology and chemistry.

## **Biology with Lab**

**1 trimester / .25 credit (limit 20)**

**Robert Yeomans**

***Elective track class for sophomores, juniors, and seniors: entry test required***

This trimester-long elective is intended for students with a strong interest in biology. The class will focus on developing an understanding of important relationships, processes, mechanisms, and applications of modern biological science. Throughout the course key themes will be emphasized, including: science as a process, energy transfer, regulation, continuity and change, relationship of structure to function, interdependence in nature, and evolution. Whenever possible, science and its relationship to technology and society will be discussed. The course is intended to help prepare students for further study of biology at the college level.

### **Honors Challenge:**

Honors students will be required to take assessments with more open ended, thought provoking questions, and complete an independent research assignment.

## **Botany with Lab**

**1 block / .25 credit**

**Robert Yeomans**

***Required Block class~ juniors***

Plants are dynamic, living beings that share the earth with us. In this block we will make careful observations of plants, their structures and functions, to develop an understanding of how plants survive in the world. Topics of investigation will include plant forms, photosynthesis, growth, reproduction, seed development and dispersal, and defense. We will also focus on the many ways human beings depend on plants, with an emphasis on food.

## **Cell Biology & Physiology**

**1 block / .25 credit**

**Robert Yeomans**



***Required Block class~ sophomores***

The standard definition of a cell is that they are “the fundamental building blocks of all organisms.” Therefore, a detailed understanding of the essential processes of cellular function is critical to all specialties within biology. Some processes are consistent from bacteria to human, such as the metabolism of sugar. Other processes and structures vary from cell type to cell type in one organism. For example, nerve cells conduct electricity, muscle cells allow us to move against the forces of this planet's gravity and red blood cells link our bodies to the environment by transporting oxygen and carbon dioxide. This course explores the question: What are the differences in physiology from cell type to cell type determining these specific functions?

**Climate Change and Sustainability**

**1 block / .25 credit**

**Sarah Griggs**

***Required Block class~ juniors***

In this three-week block students will explore the many factors contributing to our changing climate as well as how individuals can make a conscious effort to live in harmony with the natural world in order for ecological balance to remain intact. We will discuss the greenhouse effect and how humans are enhancing this life-supporting global attribute by examining different types of scientific data to help better understand how climate has fluctuated in Earth's history and how this change has been increased exponentially since the industrial revolution. Then, we will explore how humans can be more conscious global citizens and act to counter the changes that are being observed globally.

**Comparative Anatomy with Lab**

**1 block / .25 credit**

**Robert Yeomans**

***Required Block class~ freshmen***

In this block students explore the three-fold structure of the human body, and discover how it can be recognized over and over again in the various organs and their functions. Integrating the timeline of life, students will be led to see that form follows function, and the hindrances that must be overcome to develop.

**Electric Race Car Building**

**1 trimester / .25 credit (Dec.)**

**Tobin Peyton-Levine**



## **Elective track class for all**

This elective will be a short introduction to a handful of concepts surrounding electric motors, gear ratios, electricity (current and voltage) as well as engineering design. The goal of the course is to gain a better understanding of how modern technologies are used to drive motion. The course will culminate in teams building miniature racecars to demonstrate the concepts that will be presented.

## **Embryology with Lab**

**1 block / .25 credit**

**Colleen O'Connors**

***Required Block class~ sophomores***

In this three week block, students follow the development of the human embryo from the moment of conception to day 30. Special emphasis is placed on the difference between meiosis and mitosis, on the continual differentiation in cell and tissue development, and the critical developmental sequence of the three major systems: nerve-sense, cardio-pulmonary, and limb/metabolic. A true understanding of what stem cells are, why they are such a controversial topic in today's world, and what the potentials stem research promises are discussed. The entire developmental sequence over thirty days is modeled by each student in clay.

## **Field Studies**

**1 trimester / .10 credit**

**Emily Sherwood**

***Required track class~ juniors***

The High Mowing classroom extends onto 200 acres of field and forest. This field-based course will focus on the study of phenology, following the changing of the season, including observational sketching that dovetails with the spring Botany class.

## **Forestry**

**1 trimester / .25 credit (Fall)**

**1 trimester / .20 credit (Jan-Feb)**

**Emily Sherwood & Daniel O'Connors**

***Required track class~ sophomores***

In this course we will explore and identify the various species that make up our High Mowing forest, and steward these through practicing sustainable forestry management of our certified American Tree Farm. We will map out natural communities, keep a log of wildlife



observations, test soil types, and much more. We'll also wield axes, saws, and clippers as we process firewood, improve habitat, maintain trails, and develop our sugar bush.

## **Health 9**

**3 trimesters / .5 credit**

***Colleen O'Connors & TBD***

***Required track class~ freshmen***

In the first half of this course we will focus on general health and wellness, including self-care, nutrition (and eating disorders), exercise, and substance abuse (tobacco, drugs, and alcohol). An introduction to friendship/relationship safety will be part of this class. All of these subjects will be brought with the clear intention of leading students towards the ability to make healthy choices throughout their lives with an emphasis on up to date and factual information. The second half of this health class focuses on gender identity and sexual orientation, relationship safety (consent, abuse, harassment), values around sexuality, reproductive anatomy, the biology and purpose of sex, pregnancy and childbirth, contraception, and sexually transmitted infections.

## **Health 10**

**1 trimester\* / .25 credit**

***Colleen O'Connors***

***Required track class~ sophomores***

The sophomore year health class focuses on gender identity and sexual orientation, relationship safety (consent, abuse, harassment), values around sexuality, reproductive anatomy, the biology and purpose of sex, pregnancy and childbirth, contraception, and sexually transmitted infections.

\*Course continues into December

## **Hydrology**

**1 block / .25 credit**

***Emily Sherwood***

***Required Block class~ Seniors***

During this course we will explore the behavior and characteristics of water in its various states and delve into the relationship between people, water, and the natural landscape. Students will encounter the movement of water as a physical phenomenon on a wide range of scales, with a particular focus on exploring the behavior of fluids in motion.



## **Inorganic Chemistry with Lab**

**1 trimester / .25 credit**

**Robert Yeomans**

***Required Block class~ sophomores***

Does matter behave lawfully? In this three-week block students will explore this question through observation and thoughtful discussion of phenomena. They will examine salt crystals and solutions, and investigate the phenomena of dissolving and crystallization. Students will characterize acids and bases, experience the relationship between acids, bases, and salts, and explore examples of these relationships in the world. They will derive the concepts of constant composition and definite proportion through quantitative analysis in the laboratory and learn basic stoichiometry. Finally, we will work toward mastery of laboratory procedures and safe conduct in the chemistry lab.

## **Nature Connection**

**1 trimester / .25 credit**

**Robert Yeomans**

***Required Track class~ freshmen***

***Also offered as an elective open to juniors and seniors***

Twice a week, students will venture into the forest surrounding High Mowing School and follow the changing seasons to develop a deeper connection to nature. By using nature as our classroom, students will be grounded in real, archetypal experiences that contrast so much of the virtual, modern world. Edge experiences--such as sensory and awareness games, songs, fire skills, knife and carving skills, tracking, bird language, storytelling, and sit spots--will build a capacity for awareness of self and others, empathy, resilience and grit.

## **Physics**

**1 trimester / .25 credit (limit 20)**

**Tobin Peyton-Levine**

***Elective track class for juniors & seniors; prerequisite: Pre-calculus and entry test***

This introductory physics course will focus on classical mechanics. This class is for students who are comfortable with math, specifically precalculus and algebra II. A set of core concepts will be introduced and studied including -- space, time, mass, force, momentum, gravity and planetary motion. These concepts will be further tied together with our investigation of the conservation laws of energy and how these can be used to describe many other phenomena encountered in the real world.



## **Physics I: Thermal Physics with Lab**

**1 block / .25 credit**

**TBD**

***Required Block class~ freshmen***

This block serves as an introduction to physics, where the students are trained to observe natural phenomena honestly and with an open mind. We begin our studies by exploring the polarity between warming and cooling, and by carefully defining temperature based on direct experience in class. We then explore the effects of warming and cooling on materials (i.e. expansion and contraction), and study concepts such as thermal conductivity, specific heat, phase changes and their relationship to latent heat, and use calories as a unit of measurement. Topics will progress toward understanding thermal processes, and applying them to everyday practical applications such as the combustion engine and refrigeration systems. Emphasis will be placed on detailed observations and exact imaginations of observed phenomena and their associated concepts.

## **Physics II: Kinematics with Lab**

**1 block / .25 credit**

**Tobin Peyton-Levine**

***Required Block class~ sophomores***

Classical mechanics is old, but it still governs the modern, ever moving world in which we exist. This class will investigate the concept of motion and position from three different viewpoints -- acceleration, velocity and time. Bodies in outer space, machinery and of course projectiles will be used to demonstrate and study motion from a physical standpoint. Scalars and vectors, the mathematical entities that are used to describe motion will be studied heavily in this course. With the goal to learn how to describe these systems in the language of classical mechanics as initially thought up by the notorious physicist Isaac Newton.

## **Physics III: Electricity and Magnetism with Lab**

**1 block / .25 credit**

**Tobin Peyton-Levine**

***Required Block class~ juniors***

This course will be a study of electromagnetism. Magnetic fields and electric charge will be studied and observed. The causes and effects of electricity and magnetism interacting will be introduced with principals such as electric and magnetic fields, conduction, induction, static electricity, alternating and direct current. We will demonstrate through observation and experimentation these phenomena in our world (e.g. compasses, electric motors,



electromagnets) as well introduce the mathematical principles used to describe electromagnetism.

## **Physics IV: Visual Physics with Lab**

**1 block / .25 credit**

**TBD**

***Required Block class~ seniors***

In this block we will explore the mysterious and fascinating phenomena associated with light. Our exploration of visual phenomena will lead us to a better understanding of how we perceive and make sense of the world. Some of the topics we will discuss include: the nature of “seeing,” how we see in 3D, what gives rise to color, Newton and Goethe's theories of color, the role of intentionality in seeing, the laws governing mirrors and lenses, parallax, binocular vision, reflection, refraction, and their applications. There will be an emphasis placed on detailed/meditative observations and inspired-imaginings of observed phenomena.

## **Plant Chemistry with Lab / with Integrated English 9\***

**1 block / .25 credit**

**Robert Yeomans + Colleen O’Connors**

***Required Block class~ freshmen***

***\*Note: English 9 instruction is integrated into the subject matter of this block class***

In this block students turn their attention to three areas: 1) Practicing careful observation and recording (writing) skills, 2) Learning the scientific processes by which substances are transformed by plants into diverse organic materials that are further transformed by humans, and 3) Working safely in a scientific laboratory with chemicals, glassware, Bunsen burners, and other lab equipment.

## **Principles of Biotechnology**

**1 trimester / .25 credit (Dec.)**

**Rob Yeomans**

**Elective class open to juniors and seniors**

Biotechnology is the use or manipulation of an organism or the components of an organism. By this definition, the origins of biotechnology date back to when people first began to domesticate animals and cultivate food crops. While those early applications are certainly still employed today, modern biotechnology is primarily associated with molecular biology, cloning, and genetic engineering. Within the last 50 years, the biological sciences were



revolutionized by several key discoveries that enabled the rapid evolution of the bio-sciences. These discoveries enabled scientists to isolate and manipulate genes, which has facilitated the growth of the biotechnology industry. This track class is designed to expose you to the industry of biotechnology. Modern biotechnology is a quickly growing field that utilizes technology based on bio-molecular and cellular process to create products and procedures to improve the health of humans and the health of the Earth. In this course we will explore both the laboratory techniques and the societal issues that are often interwoven into these modern developments.

## **Renewable Power Plant Design**

**1 trimester / .25 credit**

**Tobin Peyton-Levine**

**Elective track class for sophomores, juniors and seniors**

This elective will be a study of renewable energy systems and how they can be used to generate and store residential and commercial power. Key concepts that will be covered consist of solar thermal systems, photovoltaics, hydroelectric, wind turbines, hydrogen and numerous battery concepts. The goal of the course is to provide an introduction to renewable technologies as well as model a few in class through building and testing of a small-scale system.

## **Zoology + Evolution**

**1 block / .25 credit**

**Robert Yeomans**

***Required Block class~ seniors***

In this block we will observe and explore nine major animal phyla and consider how their anatomy, physiology, ecology and behavior are shaped by their environment, in particular by the transition from aquatic to terrestrial environments. This will be accomplished through discussion, observation of live organisms, lecture and hands-on exploration, including a four day trip to explore the flora and fauna that live on a variety of beaches along the New England coastline.

# English

**Graduation Requirement: 4.0 credits through English 12**





## Required Courses

### Freshmen

Comedy & Tragedy .....	0.25 credit
English 9 with integrated Study Skills .....	1.0 credit

### Sophomores

English 10.....	0.50 credit
Flowering of English.....	0.25 credit
Odyssey/ Ancient History.....	0.25 credit

### Juniors

Dante.....	0.25 credit
English 11.....	0.50 credit
Parzival.....	0.25 credit
Shakespeare.....	0.25 credit

### Seniors

English 12.....	0.5 credit
Faust.....	0.25 credit
Transcendentalists.....	0.25 credit

## Course Listing

### Comedy + Tragedy

**1 block / .25 credit**

**Wendy Bruneau**

***Required Block class~ freshmen***

Through the polarity of tragedy and comedy, freshmen will explore the world of drama. Drama exercises will help to align the life of feeling and intention with body language, gesture, stance, and voice. Along with reading and study, we will use improvisation and guided exercises to prepare a performance that may include shorter pieces or a full-length play.

### Creative Writing

**1 trimester / 0.25 credit**

**Colleen O’Connors**

***Elective class open to all (limit 15)***

In these three weeks you can dive into the mood of a creative writing atelier. Bring your



own project that you have already been working on (or trying to work on unsuccessfully due to time constraints, lack of willpower, etc.), or let me inspire you with my wide variety of writing prompts and creative impulses. PLEASE NOTE: An expectation of this workshop is that you are willing to share excerpts of your work with me and/or with your workshop peers, as soliciting feedback and learning how to edit your work are an integral part of the creative writing process.

## **Dante**

**1 block / 0.25 credit**

**Robert Sim**

***Required Block class~ juniors***

In this course we will study Dante's 14th century masterpiece, The Divine Comedy. In so doing, we will gain insight into human consciousness at that time. This will allow us to better understand our present-day consciousness and our relationship to moral questions and the world. At the end of the course we should all have a deeper understanding of those ideals and what they mean for us today and the responsibility we have for those ideals.

## **English 9 (Includes Integrated English, English Literature and Capstone 9)**

**3 trimesters / 1 credit**

**Laura Warden and Wendy Bruneau**

***Required integrated classes for freshmen***

In this course, we will cultivate an appreciation for the beauty and power of the English language as a vehicle for expressing our deeds, our feelings and our thoughts. We will work to improve our ability to use it as a sensitive and effective means of communication. We will focus on building a strong foundation in both oral and written expression as well as critical reading and thinking. Throughout the year and in all the blocks, language will be one vehicle of our learning experience. A wide range of authors and literary styles will be explored: short stories, poetry, music, media, and non-fiction literature.

Written work will include journal writing (both free-form and teacher guided), formal and informal essays, and a short research paper. The study of vocabulary will primarily be curriculum or reading content related.

Grammar will be regularly reviewed using examples from the students' written work. Establishing a regular practice of effective peer and self-editing will help the ninth graders to feel increasingly secure in their command of the written language.



## **English 10 (Includes Capstone 10)**

**3 trimesters / 0.50 credit**

**Wendy Bruneau, Laura Warden and Colleen O’Connors**

***Required integrated classes for sophomores***

The sophomore English curriculum is frequently integrated into the morning block class, and wherever possible, student work is related to the subject matter of the main lesson. Students read short stories, poetry and drama, learning to write creatively and analytically. There is an emphasis on the mechanics of good writing, the grammatical and stylistic rules of the road that allow writers to be more perfectly understood. Vocabulary acquisition includes learning the stories (many of them ancient) that underlie the words.

**The English Literature class** will focus on fiction and poetry. Students will learn the art of the literary essay, and understand the technical aspects of poetry.

“*Where did my file go?!?*” The advent of the “Cloud” and other forms of digital storage and collaboration has unlocked enormous potential for us to transcend barriers of time and space, but sometimes the simplest tasks can be frustrating or mysterious in the new “post-physical” world. We will explore the concept of the “Cloud” and the use of cloud-storage facilities such as Google Drive, Dropbox, Adobe Creative Cloud, etc. We will talk about “best practices” for storing and securing work so it doesn’t disappear! We will talk about the continuing role of physical media (flash drives, disks, etc.) and investigate how storage is structured, all with the aim of supporting our research and writing work.

### **English 10 Honors Challenge:**

Students choosing to take on Honors work will read more, and more-challenging, texts and write more complex essays.

## **English 11 (Includes Environmental Literature & Capstone 11)**

**3 trimesters / 0.50 credit**

**Colleen O’Connors**

***Required track class~ juniors***

In the junior year, vocabulary work and composition are given special emphasis. We work with SAT words with a focus on distinguishing shades of meaning among similar words. Students will read and write about a variety of more complex works including novels, plays, memoirs, and short stories including *The Grapes of Wrath*, *Night*, and *The God of Small Things*. There will be a focus on American environmental literature during the winter



trimester, which will include works by Rachel Carson, John Muir, Barry Lopez, and Terry Tempest Williams. The literature in this course will support and further deepen the quest for self-discovery and transformation that is prevalent in the junior year.

### **English 11 Honors Challenge:**

Students wishing to receive credit for Honors English 11 will complete all of the above work at a quicker pace, while consistently demonstrating initiative in class discussions, originality of thought in all compositions, and a heightened penetration of the literary nuances in the readings. In addition, honors students must choose one additional project per trimester to work on independently. This project must include reading, formal writing, and a presentation for full credit. Students must maintain a B-average throughout the year, and dropping out of the honors challenge results in a withdrawal on the student's transcript.

## **English 12**

**2 trimesters / 0.5 credit**

**Wendy Bruneau**

***Required track class~ seniors***

The reading of memoir, essay and non-fiction will provide an avenue for enriching skills in and appreciation of close reading. Students will continue to hone their writing through the crafting of essays, personal memoir and nonfiction. In trimester two, students will write a research paper with a thesis.

### **English 12 Honors Challenge:**

Students choosing to take on Honors work will choose and lead a discussion on a nonfiction selection, write more challenging essays, and write a significantly longer research paper with more types of research sources.

## **ESL**

**3 trimester / 1.0 credit**

**Colin Griggs**

***Morning class option for international ESL students new to the Country***

International students new to our school are enrolled in our standard ESL Program

## **Faust**

**1 block / 0.25 credit**

**Wendy Bruneau**

***Required Block class~ seniors***



Faust is literally the achievement of Göethe’s lifetime and is one of the great iconic stories of Western culture. In this block we will read the play closely, with an eye toward appreciating its art and its meaning, discussing many of the important themes and questions it presents. We will also discuss Göethe’s life and the connections between his life and work.

## **Flowering of English**

**1 block / 0.25 credit**

**Wendy Bruneau**

***Required Block class~sophomores***

In this block, students will explore the history and beauty of the English language. Original texts, including *Beowulf*, *The Canterbury Tales*, Shakespeare and a variety of poetry will deepen our understanding and appreciation.

## **Grade 9 Study Skills**

**1 trimester / no credit**

**Laura Warden**

***Required integrated class for freshmen***

Developing effective learning skills and regular study habits supports a successful entry into high school. In this class psychological research and the neuroscience of learning provides the basis for the study strategies that will be taught. Memory, learning types, brain functions, organization of time and materials, the design of the workplace, and healthy living habits and rhythms are introduced and practiced. This class will also include a mini-course in keyboarding, electronic filing, how to use the school’s web portal effectively, and how to cite sources correctly, thereby avoiding plagiarism.

## **Honors: Great American Novels (offered 2019-2020)**

**1 trimester / 0.25 credit (Scheduled in Alternate Years)**

**Wendy Bruneau**

***Elective class open to juniors and seniors with permission of instructor (limit 10)***

In this seminar-format class, students will read and discuss a variety of great novels by the American masters, including Faulkner, Fitzgerald, and McCarthy. This course is discussion-based but students will also write. Limited to 12 students.

## **Honors: Great European Novels (NOT offered 2019-20)**

**1 trimester / 0.25 credit (Scheduled in Alternate Years)**

**Wendy Bruneau**

***Elective class open to juniors and seniors with permission of instructor (limit 10)***



In this seminar-format class, students will read and discuss a variety of great novels by the European masters, including Gogol, Tolstoy, and Kafka. This course is discussion-based but students will also write. Limited to 10 students.

## **Odyssey / Ancient History**

**1 block / 0.25 credit**

**Emily Sherwood**

***Required Block class~ sophomores***

Homer's epic poem, the *Odyssey*, tells of the trials and journey of Odysseus as he makes his way home to Ithaca from Troy. In this block we will read and discuss this text, exploring themes that are as relevant today as they were 2600 years ago in Ancient Greece and the enduring power of story, conveyed through both written and oral storytelling. We will also explore the relationship between myth and history, and look at Ancient Greek history, architecture, culture, and religion.

## **Parzival**

**1 block / .25 credit**

**Robert Sim**

***Required Block class~ juniors***

Wolfram von Eschenbach wrote his great poem, *Parzival*, around the year 1200. It describes the human journey through trials and tribulations. Each one of us can relate to Parzival's struggles and his quest for the courage to take on life's challenges. Students will be asked to reflect upon their own situation and will be encouraged to give voice to their own inner journey.

## **Shakespeare**

**1 block / 0.25 credit**

**Wendy Bruneau**

***Required Block class~ juniors***

In this block we explore Shakespeare's work as a bridge between medieval and modern times and intensively study one play. Our block work involves readings, short essays, and a culminating performance of a play.

## **Transcendentalists**

**1 block / 0.25 credit**

**Emily Sherwood**



### **Required Block class~ seniors**

This block introduces students to the writings of Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Emily Dickinson, and other thinkers from the Transcendentalist movement. We explore the significance of their ideas and their expression, and, inasmuch as these great thinkers all stressed the importance of the individual and direct experience, we will practice their technique of journal writing, famously urged by Emerson and followed devotedly by Thoreau, where we note our observations of and reflections on the natural world, hoping to “...learn to detect that gleam of light that flashes before the inner eye” (Ralph Waldo Emerson).

## World Languages

**Graduation Requirement: 2.0 credit in the same language**

### Course Listing

#### **Independent French**

**3 trimesters / 1.0 credit**

*Elective track class open to students who have completed French IV at High Mowing*

#### **German Beginner Level**

**3 trimesters / 1.0 credit**

**Carmen Dipietrantonio**

*Elective track class*

Beginner Level German is open to students with little or no knowledge of German language and culture. The class will start by covering the basics and students will learn the vocabulary needed to express themselves in various situations. Grammar topics will include letter and letter combination sounds, an exploration of definite and indefinite articles, the conjugation of weak and strong verbs in the present, imperfect and present perfect tenses, possessives, etc. We will explore cultural aspects in everyday life and in stories, fairy tales and poetry. Students will gain an understanding of the geography of Germany and other German-speaking countries and will learn about important German personalities both past and present.

#### **German Intermediate Level**



## **3 trimesters / 1.0 credit**

**Carmen Dipietrantonio**

### ***Elective track class for students with...***

In this track class students with a good understanding of German vocabulary and grammar will have the opportunity to increase and enhance their skills to communicate about a variety of topics in German. Students will learn about current events, the culture and history of Germany and other German-speaking countries and practice everyday conversation in various situations. We will also read and evaluate short stories and poems and students are expected to write their own compositions. In our speaking and writing, we will focus on High German, but will expand our discussions to include various dialects. This class is open to everyone who participated in German last year or with permission of the instructor.

## **Mandarin Multi Level**

**3 trimesters / 1.0 credit**

**Ya Yu**

### ***Elective track class***

In this multi-level course students learn the foundations of Mandarin and dive into the rich culture of the Chinese language. This course is highly interactive, as the students focus on developing correct pronunciation and an ear for the four tones. Drills to develop the students' comfort level with the language include the use of ancient Chinese stories, common sayings, poems, and songs. By the end of the course students will begin to read and write in pinyin, pronounce and differentiate between the 4 tones, and learn to write their first characters. Quizzes, dictations, and student-to-student dialogues will give students the tools to excel in this course and future immersive environments.

## **Spanish I**

**3 trimesters / 1.0 credit**

**Marguy Nelson**

### ***Elective track class open to all students***

Hearing Spanish, getting a sense for the cultures, the music, and the sounds of the language, and using what they are learning to communicate are the central activities of this class. Basic grammar is practiced through reading, singing, games, drills, projects, quizzes and tests. Poets and artists from Spanish speaking cultures bring the language to life. Vocabulary from daily life is used in conversation in an immersive, playful atmosphere. Lessons range from working on grasping grammatical concepts, feeling the excitement of connecting with others and the world in a new language, and practicing these components towards self-expression in Spanish.





## **Spanish II**

**3 trimesters / 1.0 credit**

**Marguy Nelson**

***Elective track class open to students with basic competency or Spanish I credit***

The class will be held as much as possible in Spanish, with the intention of exposing students to language as it is normally learned. Likewise, students will be expected to make every effort to speak only in Spanish in the classroom. Basic vocabulary and grammar from the previous year will be reviewed and expanded upon with the addition of more complex grammar structures. We will use idiomatic expressions, poetry, songs, presentations and skits to develop conversational skills and proper pronunciation. Reading and writing skills will also be developed through short stories, written assignments, including poetry and a small research essay or project.

## **Spanish III**

**3 trimesters / 1.0 credit**

**Marguy Nelson**

***Elective track class open to students with basic competency or Spanish I credit***

Class will be held in Spanish and will continue to expand vocabulary and grammatical skill for written and spoken Spanish. Students will be expected to produce essays and other appropriate written work, sustain conversation and read more advanced materials. We will begin with a review of all 14 tenses and grammatical elements. Readings, written assignments, translations and conversations will reflect higher level of mastery. Some readings will be drawn from Modern and Classical Spanish Literature.

## **Spanish IV**

**3 trimesters / 1.0 credit**

**Stephanie Packer**

***Elective track class open to students who have credit in three years of Spanish and show competency and upon approval of instructor.***

This class will be held almost exclusively in Spanish and will continue to expand vocabulary and grammatical skills for written and spoken Spanish. The communicative approach will be emphasized, so students must be willing to use the target language in various classroom settings. Students will be expected to produce essays and other appropriate written work, sustain conversation and read more advanced materials. We will begin with a brief review of



all 14 tenses and grammatical elements, and will work on mastering the various applications of the Subjunctive tense. There will be one independent project per trimester which focuses on the cultures where Spanish is spoken.

**Honors Challenge:** Students who qualify for the Honors Challenge will be expected to do additional reading and journaling assignments on a weekly basis. These reading assignments will come from Spanish literature, poetry, and recent publications. This is a year-long commitment.

## **Spanish V: Advanced Language and Conversation**

**3 trimesters / 1.0 credit**

**Stephanie Packer**

***Elective track class open to students who have credit in three years of Spanish and show competency and upon approval of instructor.***

This class will be held **exclusively** in Spanish and will emphasize the communicative approach. Students in this class must be willing to use only the target language in all classroom activities. Grammar skills and vocabulary will stem from relevant topics in various types of reading and listening activities. This course is designed to emphasize the continued development of listening and speaking proficiencies in Spanish by viewing and discussing podcasts, video-talks, documentaries and short films, among other possibilities, available online and in other media. There will be one independent project per trimester which focuses on the cultures where Spanish is spoken.

**Honors Challenge:** Students who qualify for the Honors Challenge will be expected to do additional reading and journaling assignments on a weekly basis. These reading assignments will come from Spanish literature, poetry, and recent publications. This is a year-long commitment.

## **Social Science**

**Graduation Requirement: 3.0 credits (including 1.5 credits in US & NH History, Government and Civics)**

### **Required Courses**



**Freshmen**

Economic Geography with Integrated English 9.....	0.25 credit
History Through Art with Integrated English 9.....	0.25 credit
History I .....	0.25 credit
Modern History with Integrated English 9.....	0.25 credit

**Sophomores**

Civics & US History.....	0.25 credit
US History.....	0.25 credit

**Juniors**

Government and Economics.....	0.5 credit
Medieval & Renaissance History.....	0.25 credit

**Seniors**

Comparative Faiths.....	0.25 credit
Economics.....	0.25 credit
History through Architecture.....	0.25 credit
Practical Life Skills-preparation for the next step.....	0.25 credit

**Course Listing**

**Civics & United States History**

**1 trimester\* / .25 credit**

**Kirsten Archibald**

***Required Track class~ sophomores***

This class will introduce Sophomores to the U.S. presidential and congressional election processes as well as federal and New Hampshire state founding documents and government institutions. We will follow the candidates and issues in this election year, learn about the U.S. Declaration of Independence, the Constitution and explore the roles of the three branches of government, as well as that of the Electoral College. We will also familiarize ourselves with current election issues, such as redistricting.

\* Course is January through June

**Comparative Faiths**

**1 trimester / 0.25 credit**

**Robert Sim**



## ***Required Block Class~ seniors***

In this course students will investigate how religion and faith have provided people in all cultures with guidance when faced with life's great mysteries. Questions surrounding the relationship to God will be illuminated through the great religions of the world: Hinduism, Islam, Judaism, Christianity, Buddhism and Confucianism.

## **Economics**

**1 block / .25 credit**

**Robert Sim**

### ***Required Block class~ seniors***

This course will be an investigation into what lies behind the allocation of scarce resources—both globally and on an individual level. The thoughts of the great economists, from Adam Smith to John Maynard Keynes will guide us in an understanding of how we relate to the earth and nature in order to fulfill our material and spiritual needs.

## **Economic Geography**

**1 block / .25 credit**

**Robert Sim**

### ***Required Block class~ freshmen***

This course will look at the relationship between man's economic activity and his natural environment. In the course of history man has interacted with his environment and used the gifts of nature in order to sustain his well being on the earth. We will pay particular attention to the way this relationship has changed over time and the critical situation we find ourselves in at the present time.

## **Global Issues / Geography**

**1 trimester / .25 credit**

**Cary Hughes**

### ***Elective track class***

The main goal of this course will be to attain a working understanding of the nature of the world in the 21st century and what place we as individuals have within it. We will be drawing from many domains—politics, geography, science, nature, and culture as seen through a variety of media, including news, film, art, music, and technology. We will both survey and discuss the major issues at work within the world today and inquire into a series of questions, including: What sort of world do we live in now and how does it differ from the 20th century and before? What sort of world are we moving into? What changes might we see in the next decade and beyond? What are the major challenges of the 21st century?



What is our place, as individuals, within this dynamic world and what degree of freedom and responsibility do we have?

## **Government and Economics: Grade 11**

**3 trimesters / .5 credit**

**Cary Hughes**

***Required Track class~ juniors***

This course will examine the forms and purposes of government, with opportunities to experience government in action, from the local level to the national level. Woven into this work is the field of economics. Various economic theories, including capitalist and socialist models, will be examined. In addition, the course covers alternative approaches to governing and to fostering sustainable economic activity to meet the needs of the future. The course will include the basics of personal finance include checking accounts, credit cards, loans, and income taxes.

## **History I (Revolutions) / with Integrated English 9\***

**1 block / .25 credit**

**Robert Sim and Colleen O’Connors**

***Required Block class~ freshmen***

In this block we will examine the ideals of equality, freedom, justice, and peace that have inspired the creation of self-government in the modern age in the United States and many other countries around the world.

***\*Note: English 9 instruction is integrated into the subject matter of this block class***

## **History through Architecture**

**1 block / .25 credit**

**Wendy Bruneau**

***Required Block class~ seniors***

This course is an overview of the evolution of architecture from prehistoric building methods to modern trends. The lessons include slide presentations and discussions about the underlying cultural beliefs and ideas that are expressed in varying architectural styles. Students are given several written assignments including a final review test. Finally, each senior produces “dream house” plans, and an artistic research project on a specific building, architect, or architectural theme and presents it to the class.



## **History through Art / with Integrated English 9\***

**1 block / .25 credit**

**Wendy Bruneau**

***Required Block class~ freshmen***

In this block, students will survey the important trends and artists in the history of European art, from Lascaux to the present. We will discuss varied questions such as: What influences our sense of the aesthetic? What differentiates art from craft? How does the artist create an emotional response in the viewer? Of central concern is the relationship of art to political and cultural history.

***\*Note: English 9 instruction is integrated into the subject matter of this block class***

## **History: The Vietnam War**

**1 trimester / .20 credit (Jan-Feb)**

**Colin Griggs**

***Elective track class for juniors and seniors***

The issues surrounding the Vietnam War were very controversial for many Americans during this drawn out conflict. This elective will explore how music, art and other old fashioned versions of social media played a role in the societal issues that were involved in adding to the controversy surrounding the many dynamics at play during the Vietnam War from an American perspective. The course will begin with a broad overview of the many different global issues that led to the conflict beginning in the first place and how the American government got involved.

## **Intro to US History sections 1,2,3 & 4**

**3 trimesters / .25 credit**

**Cary Hughes, Colin Griggs**

***Elective class open to freshmen (section 1), juniors and seniors***

This year-long course is designed to be a survey of the history of the United States for students who have had little or no study of U.S. history before this year. Students will learn about the pre-European populations in North America, the arrival of Spanish settlers then the English and French Colonization of North America. The creation of the United States in the middle of the American Revolution for independence from England will precede a look at the expansion and development of the country to 1860. Students will then get an overview of the American Civil War, its causes, the experience of the people during the war and a preview of its long-term effects on the country. The course will then look at westward expansion, the rise of the U.S. as an industrialized nation and the waves of immigration from Europe into the



early 20<sup>th</sup> century. A survey of the 20<sup>th</sup> century will include the world wars and America's new role in the world in the second half of the 20<sup>th</sup> century. Students will also study the issues of equality and rights and the movements for those ideals in the 20<sup>th</sup> century and early 21<sup>st</sup> century.

## **Local History, Government and Political Participation**

**1 trimester/ .25 credit**

**Cary Hughes**

***Required track class~ seniors***

This course will concentrate on the history of New Hampshire and the New England region with an emphasis on how state and local government works. Students will learn about New Hampshire's unusual form of State government, unique form of Town Meeting, and the role and importance of civic participation that makes it all work. Students will gain an understanding of how this works through hands-on opportunities to attend local Town of Wilton committee meetings and talk with public officials, community volunteers and state legislators. Students will gain an understanding of how to be an effective member of a community and civil society.

## **Model United Nations**

**1 trimester (offered all 3 trimesters) / .25 credit per trimester**

**Cary Hughes**

***Elective class (+2 weekends)***

Model United Nations introduces students to the function and organization of the United Nations and its many branches. The students study and independently research some of the key issues before the Security Council and the General Assembly. They will prepare position papers, represent the positions and viewpoints of different countries in a discussion of the issues and then create, discuss, and eventually vote on resolutions in an attempt to resolve major world issues. Participants in this program are expected to participate in a Model United Nations Conference.

## **Modern History II (20th Century) / with Integrated English 9\***

**1 block/ .25 credit**

**Robert Sim and Colleen O'Connors**

***Required Block class~ freshmen***

This is the second of two history blocks for the freshmen class this year. We will explore the political, social, and economic ideals and ideas and their power in determining people's



actions in the 20th century history with an emphasis on the political philosophies that created WWI, the Holocaust, WWII, and the Cold War Era.

***\*Note: English 9 instruction is integrated into the subject matter of this block class***

## **Medieval/ Renaissance**

**1 block/ .25 credit**

**Wendy Bruneau**

***Required Block class~ juniors***

In this block we will explore the history of Europe during Medieval and Renaissance times. You will gain a feel for the everyday life of Europeans, an understanding of the major cultural, political, and economic trends of the time, as well as how this history affects our own time. We will focus mainly on England, France, Italy, and Germany.

## **Psychology**

**1 trimester / .25 credit (Dec.)**

**Sarah Griggs**

***Elective track class open to all***

This course will be a broad introduction to the field of Psychology. We will explore the scientific and systematic study of behavior and mental processes. Students will learn about the methods, and ethical considerations thereof, that psychologists employ to learn more within their field of study.

## **United States History**

**1 trimester / .25 credit**

**Wendy Bruneau**

***Required Block class~ sophomores***

This block focuses on the evolution of the United States through the lens of human rights. From first European contact with the Native Americans, through the rights revolution in the 1960s, to today, the country has undergone a profound change. Students will read original documents, and write a research paper as part of this block.

## **World History**

**1 trimester / .25 credit**

**Colin Griggs**

***Elective track class for juniors and seniors***





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This course will examine world history from the Age of Exploration into the 21st century. The course will focus on the rise and fall of modern empires and the effect of those cycles for developed nations on the less developed regions of the world. In addition to in-class presentations and discussions, students will do independent research and writing on key issues, presenting them to the class for debate and discussion.

## Technology

**Graduation Requirement: 0.5 credit**

### Course Listing

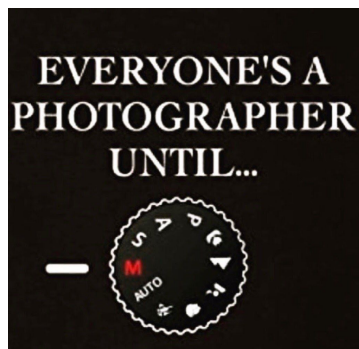
#### **Storytelling Through Digital Photography**

**1 trimester / .25 credit**

**Jim McClure**

**Elective Evening Class**

Over the last hundred years our society has become more and more visually oriented. With modern smartphones, everyone now has a camera. The following T-shirt logo is a commentary on this situation:



While it is easy to point and click, it is more challenging to develop the skill of communicating an idea or feeling through images. Traditionally, the photographer has been a storyteller. Relating a story through one or more images is quite different than writing a story in words. In this class, we will explore how each part of a camera- the lens, iris,



shutter, and sensor- can be used to support a message or feeling. The most accomplished photographers use every capability of their cameras to collectively support their message, and that is why their photographs are so compelling.

In this class we will learn the technical aspects of operating a digital camera in full manual mode, and at the same time, explore various artistic approaches for conveying a message or story through a photo essay. Class participants can use their own DSLR camera, or one will be provided by the school. (Note that any camera brought to the class needs to be capable of fully manual operation.)

We will study light: What is it? What kinds of light are there? What qualities does light have? What is the experience we call “color?” How does color relate to mood and emotion? We experiment by photographing with different light sources and observe the results. At the same time, we review contemporary and historical examples of photo essays.

Class participants are asked to develop a topic and complete a photo essay of their own. These essays are printed, framed, and displayed around the school. Grading is 50% class participation and 50% photo essay.

## **Digital Technology & Ethics**

**1 trimester / .10 credit**

**Rob Yeomans**

***Required Track class~ juniors***

“I found it on the Internet- it must be true!” The development of the World Wide Web has triggered tectonic shifts in human interaction and knowledge acquisition, perhaps more so than at any time since the development of the printing press. Is the Internet a “communications” medium or an “information” medium? How do we assess, absorb, and just plain survive the never-ending onslaught of “information” being broadcast at us from every direction? This course examines the advantages and challenges of living in an entirely new era- the era of mass interpersonal electronic communication. Our ancestors in the 1800s needed to know how to grow food, build houses, and tend to their livestock, among other things. In 2015, what are the skills we need to survive and prosper in the “digital” age? Which skills are the same and which are different in comparison to the prior generations? How are our relationships to people different when our primary (or perhaps only) contact with them is electronic? Do traditional techniques for judging people and information still work? In this course, we will explore ways to master the new digital landscape (before it masters us!).



## **Understanding Technology: Memory and Attention**

**1 trimester / .25 credit**

**Jim McClure**

***Required Track class~ freshmen***

There has been a fundamental shift in the underpinnings of the economy in the last hundred years. The *monetization of attention* has become a key pillar of economic growth, particularly in the U.S. What is the practical effect of this shift on our daily lives?

In this class, we will explore the concepts of memory and attention. We will ask questions: What is attention? What do we ask others to “pay” attention? What causes us to direct our attention to one thing over another?

We will work to develop an understanding of where we direct our attention in the course of our day-to-day lives. Are we directing our attention where we want to? Why or why not? How does the “mining” of attention for economic gain affect us? What is the relationship between “fake news” and the monetization of attention? What does the future hold, and how can we shape it in a healthy and sustainable way?

In the area of memory, we will explore different types of human memory (working, short-term, long-term, muscle-memory, etc.) and compare associative-reflexive memory and thinking with long-term memory and analysis. We will consider which types of thinking are most appropriate for different situations, and why sometimes we might fail to choose the best style of thinking in certain situations.

Classwork will include a variety of hands-on experiments and games to experience directly how our attention and memory “work” and how we can shape and direct them to allow us to more fully realize our potential as human beings.

## **Visual Aids and Presentations**

**1 trimester / .13 credit**

**Emily Sherwood and Tobin Peyton-Levine**

***Required Track class~ seniors***

## **Yearbook**

**1 trimester / .13 credit**

**Jim McClure**

***Required Track class~ seniors***



In this class Seniors will learn the practical skills needed for the senior class to create, manage, and produce the Yearbook. Students will learn how to create the pre-press documents using Adobe Illustrator, InDesign, and Photoshop, and will learn how to manage the process from both technical and organizational standpoints.

## Performing Arts

### **Chamber Orchestra**

**3 trimesters / .5 credit**

***Elective; early morning*** Prerequisite: Students will be required to sign a practice agreement before being accepted into the orchestra.

The Chamber orchestra provides an opportunity for musicians to regularly rehearse, perform and share beautiful music together. Our goal is to strive for the best one can give, to listen to others, to mix one's voice with the whole in order to perform together at a high artistic and expressive level. We will be dedicated to performing arrangements of some lesser-known works of well-known composers that focus on beauty, color and expressive interpretations that are challenging for the student yet accessible to everyone. We will give at least two performances during the year.

### **Eurythmy Performance Troupe**

**1 trimester (offered all 3 trimesters) / no credit**

**Jenny Foster**

***Afternoon Elective class open to all***

This class will begin on October 9th. Practices will be held from 3:30-4:45 every Wednesday. This year the focus will be on bringing a story to life through movement, sound, music, gesture, costumes, and light. Together we will create moving art that will inspire the imagination of all who see it!

Note; special accommodations might be possible for those wishing to do both the Eurythmy and other activities. We will do our best to accommodate enthusiastic players!

### **Nativity**

**1 trimester / no credit**

**Patrice Pinette**



***Elective class and performance open to all***

The presentation of the Nativity is one of the oldest traditions at High Mowing. This short and solemn pageant recounts the Christmas Story through music, song and movement. All students are encouraged to take part.

**Senior Drama Block**

**1 block / .25 credit**

**Wendy Bruneau**

***Required Block class~ seniors***

This is the students’ final block, a culmination of their years together as a class. It provides an opportunity to create something together with the intensity and intimacy — as well as the transcendence — that theater offers. Sometimes, rather than presenting a single play, the students create a collage including scenes from different plays and pieces of literature.

## Studio Arts

**Graduation Requirement: 1.5 credit**

**Required Courses**

**Freshmen**

- Art 9.....0.20 credit
- Materials 9.....0.25 credit

**Sophomores**

- Book Arts 10.....0.25 credit
- Art 10.....0.20 credit
- Clay 10.....0.25 credit
- Materials 10.....0.10 credit

## Course Listing

**Advanced Drawing & Painting**

**1 trimester / .25 credit (Dec. and Spring)**

**1 trimester / .20 credit (Jan-Feb.)**

**Robin Swain**

***Elective track class for students with experience in art (limit 10)***



Advanced Drawing and Painting is intended for students with an avid interest in fine arts. Advanced students have the freedom to shape their curriculum, which is sometimes determined by their need for a college portfolio. Possible projects may include a self-portrait, oil painting, collage and cut paper, and complex still life in a variety of traditional mediums such as: pastel, oil pastel, scratch board, pen and ink, and watercolor. Emphasis is placed on aesthetics, original design and composition. Weather permitting, we may occasionally take our art outdoors.

Students who are passionate about learning traditional fine art but have not yet completed Art 9 or Art 10 are welcome in this class and especially encouraged to join if they intend to apply to an Art College. These students will be introduced to studio practices as they pursue the fundamentals of art in greater depth.

## **Art 9**

**1 trimester / .20 credit**

**Michal Noer**

***Required Track class~ freshmen***

*Work in this class is primarily observational in nature and the main focus will be on developing the ability to see relationships and phenomena accurately and practice sharpening the ability to draw what one sees.*

*Projects and exercises in a variety of materials will introduce tools and skills that students will use in both academic and artistic classes throughout their time at HMS.*

*Through drawing and shading exercises in graphite and charcoal, the students will explore light and shadow (tonal value) with an emphasis on how light reveals the three-dimensional world. They will also gain experience in the use of the contour line, observational perspective, and the basic elements of portraiture.*

## **Art 10**

**1 trimester / .20 credit**

**Robin Swain**

***Required track block for sophomores***

With the color-wheel as our point of reference, the students will undertake a series of complementary and limited palette exercises. This work, using watercolor, will give the students an experience of mixing color, creating hues and tones and gaining expertise in handling the brush. An introduction to the names of various pigments, their origins and composition and the concepts of temperature (warm and cool color) will also be touched upon.



## **Book Arts**

**1 trimester / .25 credit**

**Michal Noer**

***Elective track class (limit 10)***

Students will use traditional bookbinding techniques to create their own journals. Advanced students will have the opportunity to pursue individual projects of their own design, both practical and purely inventive.

**Honors Challenge:** Students will spend an additional 2 hours minimum per week outside of class developing and executing advanced designs.

## **Book Arts 10**

**1 trimester / .25 credit**

**Michal Noer**

***Required Track class~ sophomores***

This class will explore a variety of projects using paper. Projects may include papermaking and experimenting with recycling and reusing materials as well as an introduction to basic bookbinding techniques.

## **Christmas Book**

**1 trimester / no credit**

**Michal Noer**

***Honors level class open to seniors by Invitation***

A Christmas Book has been made each year at High Mowing since 1942, the year the school was founded. Traditionally, every High Mowing student creates his or her own page. A group of seniors secretly design the case and binding, and build and assemble the complete book, which is unveiled with great ceremony by St. Nicholas himself at the Yule Festival.

## **Clay 10**

**1 trimester / .25 credit**

**Michal Noer**

***Required Track class~ sophomores***

The process of creating a three dimensional object takes place in both time and space. As the process unfolds, the perceptive participant learns to observe from multiple viewpoints - not just their work, but also themselves and their participation in the world around them.



## **Independent Art/Open Studio** (*Independent Elective by Permission of Instructor Only*)

**1 trimester / .25 credit**

**Michal Noer**

Studio space is available for advanced art students to complete independent work. Students must check in regularly for critiques and be capable of maintaining productive and disciplined work habits with minimal supervision. Students must submit an Independent Study request form for approval.

## **Jewelry-making in Silver & Copper**

**1 trimester / .25 credit (Dec.)**

**Michal Noer**

***Elective track class (limit 10)***

Students will learn to work in copper and sterling silver using basic cutting, bending, hammering, and soldering techniques. Students will design their own projects based on these techniques. More advanced students may have time to explore other techniques such as chain weaving, stone setting, and glass bead-making.

## **Materials 9**

**1 trimesters / .25 credit**

**Daniel O'Connors**

***Required Track class~ freshmen***

We will be working primarily with copper in this class, learning the different techniques required to form and shape copper into bowls, into a funnel, or into other forms.

Materials like copper and iron beg the question how do they change their qualities through my actions, how do I keep them malleable, what do I need to learn to observe?

Where do we have copper in our daily lives around us and what is its relationship to its close friend iron?

We will sketch at the beginning of every class, creating a sketchbook which will document the process and our progress.

## **Materials 10**

**1 trimesters / .10 credit**

**Daniel O'Connors**

***Required Track class~ sophomores***





In this block you will work with metal. You will create a belt buckle design in clay, make a plaster negative, then a plaster positive, and press this in forming sand. You will learn to melt brass and pour it into your negative form to create a brass buckle of your own design. You will also work with copper in perch (a wax-like substance) and form a copper object with punches.

## **Portfolio Development Workshop**

**1 trimester / .25 credit**

**Michal Noer**

***Evening Elective open to Juniors and Seniors (limit 10)***

Students developing an Art Portfolio for College Applications **MUST** sign up for this evening workshop. Together we will compile a list of the colleges each student wishes to apply to, explore their portfolio requirements, and create a strategy for your portfolio's completion. Portfolio students are expected to spend an additional 2 hours per week working committedly on their projects in the Studio, and are also strongly encouraged to sign up for Drawing and Painting classes whenever they are offered.

## **Pottery**

**1 trimester / .25 credit (Fall, Dec., Spring)**

**1 trimester / .20 credit (Jan-Feb)**

**Mrs. Karl + Wendy Walters**

***Elective track class (limit 10)***

Pottery making, before the machine age, was never 'taught' in a school. Instead, in areas where there were clay deposits one began to learn as a young apprentice. As much as possible, we try to approach clay work in a manner resembling that of the age-old apprenticeships. For instance, we do not buy wet prepared clay in plastic bags; we buy clays as supplied from the mines, and we weigh and mix by hand. We are a well-equipped pottery, built up over many years, but there are no machines to do the work of clay preparation, which is finished off by proper wedging (kneading). This first skill is seemingly simple but not so easy -- yet possible for anyone with practice -- and it gives a taste of what Chaucer meant: "The lyf so short, the craft so longe to learne". More experienced students carry the others along and gradually the new individual gifts, brought in each year, find their places for development in the larger whole.

## **Stained Glass**

**1 trimester / .25 credit**



## **Michal Noer**

### ***Elective track class open to all (limit 10)***

In this class students will build a stained glass window using the copper foil technique. Students will learn the skills necessary to cut glass, foil each glass piece, and solder them together to make a stained glass window. Advanced students will focus on creating their own designs, building on an understanding of the properties of the glass and the skills required to work with it.

## **Woodworking**

**1 trimester / .25 credit (Dec.)**

**Daniel O’Connors**

### ***Elective track class open to all (limit 10)***

In these three weeks you will be able to learn how to make clean dovetail joints and use them to construct a chest or jewelry box. The construction of the box requires exacting work. You can apply your creativity in designing the lid of your box, whether or not it has handles, what they are made of, etc., or you come up with your own idea of a project and present a drawn out plan and submit it for approval at least 2 weeks before the block starts.

## **Morning Art Studio Classes**

**1 trimester / .33 credit**

**Michal Noer**

***Period One and/or Two; Elective classes for juniors and seniors (limit 10)***

### **Stained Glass - Materials Workshop (Trimester 1)**

In this class students will build a stained glass window using the copper foil technique. Students will learn the skills necessary to cut glass, foil each glass piece, and solder them together to make a stained glass window. Advanced students will focus on creating their own designs, building on an understanding of the properties of the glass and the skills required to work with it.

### **Jewelry-making in Silver & Copper - (Trimester 2)**

Students will learn to work in copper and sterling silver using basic cutting, bending, hammering, and soldering techniques. Students will design their own projects based on these techniques. More advanced students may have time to explore other techniques such as chain weaving, stone setting, and glass bead-making.

### **Printing and Book Arts - Studio Arts Workshop (Trimester 3)**

This class will explore a variety of projects in Bookbinding and Printmaking. These may include the creation of hand stitched Journals, linoleum block or other types of printing



on paper or cloth, and textile or cut paper designs. Advanced students may have the opportunity to pursue individual projects of their own design, both practical and purely inventive.

## Movement Education & Athletics

**Graduation Requirement: 2.0 credit (.5 credit in required classes and/or electives and team athletics per year)**

Movement Education provides the opportunity to explore a myriad of movement activities that help develop an awareness of space and one's relationship to it. Inherent in this study is social awareness and responsibility, learning specific skills, developing strength, flexibility, endurance and nurturing healthy habits for life.

It is a means for every student to develop a true sense of teamwork, foster respect for self and others, and learn to play hard and fair. It is our goal for every student to participate with enthusiasm, discipline, and direction. The Movement Education & Athletics program is a practical means for honoring the physical self and maintaining an overall sense of well-being.

**Freshmen and Seniors will need to take a PE elective and/or after-school sport in order to get enough PE credit for the year.**

### Course Listing

#### **Circus Arts: Acrobatics**

**1 trimester / .25 credit**

**Jon Roitman**

***Elective track class***

We will spend time each class working on ground acrobatics: stretching, strengthening, tumbling and handstands. A smaller portion of our time will be devoted to trying out other circus disciplines such as juggling, unicycling, trapeze and tightwire. In the last week of class there will be a short group presentation to show what we have learned.



## **Circus Arts: Aerials**

**1 trimester / .25 credit**

**Jon Roitman**

***Elective track class***

Aerials are a great way to increase strength and fitness, as well as being a unique form of artistic self-expression through performance once basic skills have been acquired. In this class we will mainly work with Trapeze and Aerial Fabric. The level will range from first time students looking for an introduction to the aerial arts to intermediate students who wish to advance their knowledge. We will focus on learning/expanding aerial vocabulary, establishing or improving foundation skills and conditioning, and understanding the importance of safety and proper technique. In the last week of class there will be a short group presentation to show what we have learned.

## **Circus Arts: Intro to Circus Arts**

**1 trimester / .25 credit (Dec.)**

**Jon Roitman**

***Elective track block***

Try new things, learn new skills, and practice and improve those skills you already possess. Skills taught will include: juggling, diabolo, basic tumbling, human pyramids, unicycling, fabric, and hand balancing. In the last week of class there will be a short group presentation to show what we have learned.

## **Movement 9**

**1 trimester/ 0.1\* credit**

**Laura Warden**

***Required Movement Education for Freshmen***

## **Movement 10**

**1 trimester / .25 credit**

**TBD**

***Required Movement Education for Sophomores***

## **Movement 11**

**1 trimester / .25 credit**

**Rob Yeomans**

***Required Movement Education for Juniors***



## Team Athletics

### **Basketball: Boys**

**1 trimester / .50 credit**

**Dale Dintaman**

***Elective Movement Education class open to all boys***

The boys' basketball program focuses on skill development, conditioning and improving general knowledge of the game. In preparing the team to compete with other schools, practices consist of drills to improve ball handling, dribbling, passing, shooting skills, and learning the different types of defense and the proper methods of defending. Conditioning is integrated into most of the drills to provide a comprehensive experience. Practices are held Mondays, Tuesdays, Thursdays and Fridays with games played on Wednesdays and Saturdays.

### **Basketball: Girls**

**1 trimester / .50 credit**

**TBD**

***Elective Movement Education class open to all girls***

The girls' varsity basketball program focuses on skill development, conditioning and improving general knowledge of the game. In preparing the team to compete with other schools, practices consist of ball handling or dribbling, passing, shooting skills and learning the different types of defense and the proper methods of defending. Conditioning is integrated into most of the drills to provide a comprehensive experience. Practices are held after school on Mondays, Tuesdays, Thursdays and Fridays with games being played on Wednesdays and Saturdays.

### **Soccer: Boys**

**1 trimester / .50 credit**

**TBD**

***Elective Movement Education class open to all boys***

During the Fall, the upper and lower soccer fields become the classrooms for the High Mowing soccer teams. An emphasis on building new skills and capacities, becoming more knowledgeable about the game of soccer whilst instilling a strong sense of teamwork and camaraderie lies at the heart of our soccer programs. Open to all students, our teams practice 4 days a week with a full schedule of games on Wednesdays and Saturdays.



This is a competitive program, yet our coaches do not emphasize wins and losses, rather a striving toward both individual and team goals. Dealing with adversity, competing with courage and with fairness, whilst playing the game well and to the best of one's ability, can bring the greatest rewards.

### **Soccer: Girls**

**1 trimester / .50 credit**

**Dale Dintaman**

***Elective Movement Education class open to all girls***

During the Fall, the upper and lower soccer fields become the classrooms for the High Mowing soccer teams. An emphasis on building new skills and capacities, becoming more knowledgeable about the game of soccer whilst instilling a strong sense of teamwork and camaraderie lies at the heart of our soccer programs. Open to all students, our teams practice 4 days a week with a full schedule of games on Wednesdays and Saturdays.

This is a competitive program, yet our coaches do not emphasize wins and losses, rather a striving toward both individual and team goals. Dealing with adversity, competing with courage and with fairness, whilst playing the game well and to the best of one's ability, can bring the greatest rewards.

### **Spring Track**

**1 trimester (2 days per week) / .25 credit**

**TBD**

***Elective Movement Education class open to students grades 6-12***

We run for fun. Sometimes we sprint. Sometimes we jog. Sometimes we walk. There's always time for laughter and quiet contemplation. We will run on several local trail systems providing a variety of terrain, including the neighboring Tucker Brook trails and the Russell-Abbott State Forest. Looping trails will allow a range of distances from half a mile for beginners up to 5 miles for those wishing for a greater challenge. Runners of all abilities welcome.

## **Immersive Interdisciplinary programs, Activities and Other Educational Opportunities**



## Immersive Interdisciplinary Courses

### **Trimester 1: Green Woodwork**

**1 trimester/ 0.25 credit each: Manual Arts, Environmental Science, English**

**Daniel O’Connors & Colleen O’Connors**

***Immersive open to juniors and seniors; Limit 10 students***

The woods - a place. Wood - a material. How does knowledge of the first facilitate developing skills with the second? Does it matter what wood is used to make a broomstick? A wine barrel? A grandfather clock? Does it matter when that wood was cut? How it was cut? Must wood always be stored, dried, aged? For how long? What can be made effectively, even preferably with greenwood? What ‘tree sense’ is needed to harvest greenwood? What skills are needed to work it?

Find the answers to these questions and many more that you don’t yet know to ask in this immersive trimester. From forestry to finishing, we will be working in, with, and around wood. Participants must wish to be outdoors and in the workshop, must be willing to work hard to improve whatever skill sets they bring with them to class, and must possess a strong desire to penetrate the processes involved both in the manual arts and conceptually through drawing, reading, and writing.

Since English is integrated into the block, participants will be assigned supporting literature to read, and all writing assignments will be corrected, revised by the student, and handed in as final copy for grading.

### **Trimester 2: Filmmaking Immersion**

**1 trimester/ 0.25 credit each: Technology, Performing Arts and English**

**Jim McClure, Colleen O’Connors, Michal Noer**

***Immersive open to sophomores, juniors and seniors***

Through this course High Mowing is offering an intensive trimester-long experience in filmmaking that encompasses all phases of work: Pre-Production, Production, and Post-Production.

In the *Pre-Production* phase, we will study story-telling in its visual and non-visual forms. We will read and analyze examples of short stories from well-known authors such as Poe, O. Henry, Ray Bradbury, etc. Why does a particular story “work?” What kinds of visual images do the stories inspire in readers? How might we transform the stories from the written word to a visual language? Participants will be asked to write their own short stories, with an aim to visualizing them.



In addition to studying stories in written form, we will also watch and analyze key films such as *Metropolis*, *Man With A Camera*, *Citizen Kane*, *Harlan County*, *Oleanna*, and others. We will consider both fiction and non-fiction stories. How is the story expressed visually in these films? What are the director, screenwriter, and cinematographer trying to communicate via their choices of dialog, character development, framing, lighting, set and costume design, cutting, sound/music, etc.?

Once we have learned and practiced short story development and writing, we will move on to expressing our stories through characters and dialog in the form of a screenplay and soundtrack ideas. We will learn the Hollywood-standard method of annotating a screenplay. We will learn how to write, rewrite, and rewrite again. :) We will consider what types of soundtrack and music would best support our stories.

In conjunction with story development, we will study other areas of pre-production, such as location selection, set and costume design, storyboarding, casting, and graphic design. We will learn about the role of the Art Department in filmmaking, and how practical arts such as set design and painting, prop construction, costume creation, and graphic arts can support and contribute to the underlying story.

From time-to-time throughout the trimester, we will take selected participants' short story ideas and visualize them with storyboarding and scripts to begin the *Production* process. We will start with very simple visualizations and move to more complex ones as the trimester progresses.

During production work, participants will learn the traditional department structure and roles of a production team. Students will be encouraged to try a variety of roles both in acting and working "behind the camera." As we have done in the past, we will use professional filmmaking equipment including digital cinema cameras with follow-focus and matte boxes, dollies and stabilizers, professional lighting, professional sound equipment, production and review monitors, etc. We will design and build a set, plan out the shooting of each scene, shoot takes and retakes of each scene, record dialog and other sound effects, and compile the notes on takes for the post-production/editing phase.

Once production is finished on a particular short film, we will begin the *Post-Production* process. We will learn how to load and organize the footage, how to create rough cuts, how to refine the cuts into finished form, how to color-grade, and how to overlay music, re-recorded dialog, and sound effects. We will create the beginning and end titles and credits for the film, and render it in viewable form.





Depending on class size, it is likely that these phases of work (pre-production, production, and post-production) will overlap as different groups work in different areas on the visualization of different short films.

Even in 2019, professional filmmaking is largely male-dominated. During all phases of work, a topic that will be particularly emphasized is that filmmaking can and should be a voice for diverse views including those of women, people of color, people of different orientations, rich and poor, etc. We are hoping to encourage a diverse range of class participants. While we will certainly spend time on technical issues of filming, the greatest emphasis will be on communication and “story,” and we hope students will bring their personal stories to the class.

The class will be taught by a team of instructors, including Jim McClure, Colleen O’Connors, and Michal Noer (with potentially additional instructors as needed). Academic credit will be given for Technology, English, and Performing Arts. Second trimester is ‘research paper time’ in the English track classes. Participants of the trimester will be required to choose some aspect of the filmmaking process to research and on which to write a 6-8 page (Honors English 8-10 page) paper in MLA format. While it is likely that individual participants will bring their particular interests to the class (such as camerawork, acting, writing, etc.), all participants will be required to write, act, and work “behind the camera,” so that they have hands-on experience of each of the aspects of the craft.

### **Trimester 3: American History and Craft**

**1 trimester/ .25 credit each Social Science, English, Manual Arts**

**Kirsten Archibald and Colleen O’Connors**

**Immersive open to sophomores and juniors**

Did you visit Plimoth Plantations with its 17th Century village and Wampanoag homesite when you were in grade school? Have you ever imagined what skills the original immigrants from Europe had to bring with them in order to have a chance at surviving in their ‘new home’? Have you wondered how the Indigenous people lived on this land for thousands of years before the colonists came?

Exhibitions that demonstrate those crafts are often called ‘living museums’. You can now live into early American history, learning skills used by indigenous people and colonists for a trimester. Participants should bring a strong interest in learning about and in cultivating the skill sets early Americans used in their everyday lives. This is NOT a survival skills course but an introduction to primitive manual arts, which may include fiber arts (shearing, washing, carding, spinning, weaving, knitting, felting, sewing), working with leather, medicinals, cooking, etc.



English is integrated in this immersive, and participants will be asked to read pertinent, history-based texts, write and present information to the group, including documentation of processes learned and reflections on their progress and personal journey.

## Other Educational Opportunities

### **Capstone- Grade 12**

**3 trimesters / .5 credit**

**Wendy Bruneau & Thora Cardenas with the Support of the full faculty**

***Required project for all seniors***

Students will work individually to explore a topic of their choice. The project will include five elements: research, practicum, written, visual, and presentation. Students may choose the element/s on which they wish to place primary focus.

### **College/Career Planning (integrated with Capstone 12)**

**3 trimester / no credit**

**Wendy Bruneau**

***Required of seniors***

The focus of this seminar will be on completing a first draft of the Common Application, planning for the many aspects of the college application and actually applying to college. Follow up on the student's post-secondary plan will take place in individual meetings throughout the fall, winter and spring as needed.

### **College and Career Preparation for Juniors**

**1 trimester / no credit**

**Stephanie Packer, Cary Hughes, Thora Graham, Gail Agans**

***Required of juniors***

The focus of this seminar for juniors will be on self-assessment and career exploration for developing a post-secondary plan. Juniors will explore and research possible careers, and develop and research college requirements or other vocational opportunities and begin to develop their post-secondary plan to meet their goals.

### **Culinary Arts**

**1 trimester / .25 credit (Fall, Dec., Spring)**



## **1 trimester / .20 credit (Jan-Feb)**

**Evan + Wendy Fielding**

***Elective open to all students (limit 6)***

This is a practical, hands-on course designed for students who want to learn the art of natural cooking. Food will be produced by the skill of the hand and a method of deep perception. Dealing with fresh, organic, and biodynamic food, students will develop an appreciation for and communication with nature—as well as an understanding of the true value of good food. The skills they develop will lead to an inner discipline which will follow them throughout their lives.

## **Culinary Internship**

**1 trimester (offered 3 trimesters) / .33 credit**

**Evan + Wendy Fielding**

***Morning Elective open to students who have taken Culinary Arts Elective (limit 6)***

The student will experience the kitchen in active preparation, production, service and cleaning.

## **Practical Life Skills**

**1 trimester / .10\* credit**

**Tobin Peyton-Levine**

***Track class required of seniors***

This course will be a practical orientation on navigating independent life as an adult. We will review personal finances covered in Grade 11 with a focus on application and budgeting, as well as cover aspects of managing household responsibilities that range from fixing a flat tire on a car to simple sewing repairs.

## **Projects Block**

**Two weeks / .5 credit**

***Required course for all students in the spring***

***Course offerings and sign up will be available in the fall.***

All regular classes are suspended and instead all students participate in a two-week intensive project block selected from offerings that reflect the interests and passions of students and teachers. This two-week period of time is designed to provide experiences beneficial to student development that cannot be offered within the normal school schedule. The extended immersion in an intensive learning block is intended to broaden students' perspectives and challenge them to stretch. Many projects have community service aspects,



while others inspire creativity, and offer in-depth artistic or outdoor experiences, cultural immersion and more. All foster learning through immersion in an environment with an intensive focus on a specific topic or area of interest.

## **Explorations Elective**

### ***Opportunity open to juniors and seniors***

During the junior and senior year, our students have more flexibility to explore learning opportunities and interests outside of the traditional classroom and are supported to do so. These can include, but are not limited to apprenticeships, internships, online courses, college coursework, independent studies, student initiatives, career explorations, and community-based learning opportunities. The timing of these experiences will vary for each individual. Some of these may take place during the school day, after school, or even for a period of time away from campus. In many cases, credit will be awarded for these experiences. Students who want to research or apply for extended learning opportunities should meet with the Registrar to plan for these.

## **International Exchange Program**

### ***Elective opportunity open to sophomores, juniors, and seniors***

Our students often want to take advantage of the adventure, new friendships, and rapid progress in language learning that come from an exchange stay with a student from another country. Over the years, High Mowing students have traveled to Germany, Switzerland, France, and Spain but at any given time opportunities to pursue an exchange in many different countries could present themselves. Particularly students who are entering their sophomore or junior year are encouraged to consider this exciting option. For more information about the international exchange program, students and parents should contact the Admissions Office in order to find out how to initiate the application process. They should also speak with a World Language teacher to begin preparations for living and learning in another culture.

## **Activities**

### **Circus Arts: Flying Gravity Circus\***

**1 trimester (offered 2 trimesters) / .25 credit**

**Jon Roitman**

***Elective activity open to all students***



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The Flying Gravity Circus (FGC) is an extracurricular youth circus performance troupe, run by the local Flying Gravity Circus Non-Profit Corporation. High Mowing Students receive Performing Arts and Physical Education credit for their participation in the Flying Gravity Circus. FGC is open by audition to interested students from High Mowing and other local schools who wish to take their circus skills to the next level and have a strong interest in performing. HMS Students interested in auditioning for FGC should contact Director Jonathon Roitman at [info@FlyingGravityCircus.com](mailto:info@FlyingGravityCircus.com), as well as registering through High Mowing Course Enrollment. Find out more about FGC, and see clips and photos from recent productions at [www.FlyingGravityCircus.com](http://www.FlyingGravityCircus.com).

Blue Troup practices will take place on Wednesday afternoon, Friday evening and Sunday afternoon. Green Troup practices will take place Friday and Saturday afternoon. Tuition information for the Flying Gravity Circus program is available on their website.

**\* Please note that there is an additional cost associated with this program.**

## NH Government and History Requirements

### US & NH History (1 credit)

- Credit: .25 Modern History (9)
- .25 US History block (10)
- .25 Civics & History (10)
- .25 Transcendentalist and History Through Architecture blocks (12)

### US and NH Government/Civics (.5 credit)

- Credit: .25 Government & Economics (11)
- .25 Political Participation (12)

### Economics (.5 credit)

- Credit: .25 Economics block (12)
- .25 Government & Economics (11)

### World History & Geography (.5 credit)

- Credit: .25 Economic Geography (9)
- .25 History (9)