

2019 Spring Schedule

	Monday	Tuesday		Wednesday		Thursday	Friday
8:30-8:40	Announcements		8:30- 8:40	Announcements	8:30-8:40	Announcements	
8:45-9:40	Astronomy Math 3 Free Block		8:45-10:15	Outdoor Leadership Immigration Playwriting	8:45-9:40	Astronomy Math 3	
9:40-10:35	Climate Change Math 2 Writer's Workshop		10:15-12ish	Explorations (Holocaust and Human Behavior, Outdoor Exploration, Greenhouse, etc)	9:40-10:35	Climate Change Math 2 Writer's Workshop	
10:40-12:00	Sust Ag Fem Lit Model UN	Outdoor Leadership Immigration/Public Policy Playwriting			10:40-12:00	Sust. Ag Fem Lit Model UN	Outdoor Ldrshp Immigration/PP Playwriting
12:00-12:40	Lunch	Lunch			12:00-12:40	Lunch	Lunch
12:40-12:50	Clean	Clean	12-12:45	Lunch	12:40-12:50	Clean	
12:50-1:35	Advisory	Meeting	12:45-1:00	Clean	12:50-1:35	Advisory	Intensive
1:35-2:30	Spanish Math 4 Art	Spanish Math 4 Art	1:00-2:00	Intensive Planning	1:35-2:30	Spanish Math 4 Art	Spanish Math 4 Art
2:35-3:30	French Philosophy Math 5	French Philosophy Math 5		2:15-3:15	Teacher Meeting	2:35-3:30	French Philosophy Math 5

COURSE DESCRIPTIONS

Sustainable Agriculture in ME (Ally)

In sustainable agriculture we will tackle a variety of projects at school and off site to study & enact agricultural practices that mimic natural ecosystems and reduce energy consumption. This winter we will design and construct a maple syruping system at a local farm in Saco. In addition to boiling delicious syrup, we will investigate how geography and native species can be embraced in local food systems. We can inoculate tree limbs with shitake mushroom spores and run tests in the greenhouse to investigate how various fertilizers and soils impact plant growth. We will learn about ecotone edge and how we can produce more food on our own campus. Finally, we can repair and reestablish our school's compost system and/or create a worm compost bin. After our food nutrition intensive you may be curious to learn more about why our society drifted so far from ecological practices to mass production and what the cost has been.

Potential Graduation Requirements Offered: Argumentative Essay or Science Gateway

Astronomy (Ally)

Did you know that Venus rotates in the opposite direction of most other planets? That a day on Venus lasts longer than a year on Earth? Did you know that Jupiter's multiple layers all have slightly different smells? Its outermost layers smell like window cleaner (ammonia!) while its innermost layers smell like bitter almonds (hydrogen cyanide!) Saying we want to study "astronomy" is almost as general and broad as saying we want to study the entire universe. And so, as a class, we will need to narrow in on a few of the following possibilities. We could investigate the Earth-Moon system: types of eclipses, moon phases, landing on the moon and the moon's surface. We could investigate each of the terrestrial and Jovian planets—their composition, moons, rings, and exploration. How about black bodies that absorb 100 percent of all electromagnetic radiation?...aka stars! We could investigate the lives and deaths of stars, black holes, supernovae. Constellations? Space exploration? The quest for extraterrestrial intelligence? There is no shortage of possibilities. Fortunately, the Astronomical Society of Northern New England's Starfield Observatory is in Kennebunk and the group meets monthly at our school. **Heads up: this course will include some night classes or "star parties" where we will go to the ASNNE Observatory and use telescopes to view the night sky.**

Wilderness Medicine/Anatomy & Physiology/Outdoor Leadership (Ally)

First semester, our Outdoor Leadership class investigated leadership skills while rock climbing and hiking. We just started to delve into wilderness medicine and crisis response, but the semester is coming to a swift close. Moving forward, my hope is to study human body systems in depth through the lens of wilderness medicine and role playing. Topics include, but are not limited to altitude sickness (AMS, HAPE, HACE), toxins and

disease vectors, musculoskeletal injuries and wound care. If there is student interest, we could pursue getting our Wilderness First Aid certifications this spring in a 2-day course.

All in all, this class is being offered because of student interest. And so, this class is meant to be catered toward the students in the class. You will have a large say in what we do (just like the fall class dreamt up rock climbing). Interested in starting an outing club at school or planning a spring trip? Interested in kayaking or canoeing? Curious about mountain biking? Still hooked on climbing? Maybe you'd love to get outside this winter and pursue some snow sports. Leadership in our small TNS community is critical; this is a great opportunity to spend time outside and learn science, while becoming a strong leader and collaborator. *This class is open to all TNS students—both OL students from the fall and new folks who are interested in joining.*

Model United Nations (Brad)

Have you ever wondered what it would be like to be a member of the United Nations or one of the organizations that work closely with it? Are you interested in debate, research, and role-playing? If so, Model UN offers a unique opportunity for you. During this course you will learn a lot about the United Nations and the role it plays in global politics. You will learn how a Model UN conference is run and facilitate student-run sessions here at the school in preparation. Eventually you will participate in the official Maine Model United Nations Conference in May, which consists of a 3-day event in Portland where you will role-play as a delegate to a particular nation or organization in the world. There is plenty of research, writing, and public speaking involved in this class, particularly focused on understanding your assigned country and the topics you will be discussing at the official conference in May. Due to that, this course is worth .75 credits, with .5 being Social Studies and .25 being English credit. Students will be expected to fully apply themselves to this course to receive full credit.

Potential Graduation Requirements Offered: 8 - 10 Page Research Paper

Immigration and Public Policy (Continuation of American Government) (Brad)

This course will be a continuation of the American Government course from first semester, and will focus on building on and applying the content that was discussed in the first half of the course. New students are welcome to join, but may require some additional work at times. During the second half of this course, we will be focusing on Immigration in the United States, as students walk through the immigration process and see what it takes to enter the United States and eventually, if wanted, apply for citizenships. We will also debate several topics related to immigration, including current Presidential stances, previous immigration policies, and the moral/ethical issues that surround immigration worldwide. Students will eventually role play this process and complete this large unit by taking the Citizenship Test and Interview. During the rest of the course, we will be focusing on policy making, both at the national and local level. When people want change in the world around them, they seek out processes that lead to policy changes. This is one of the mechanisms that make a Republic or Democracy function effectively. You will spend time learning how to make a change in your community or at the national level, whether it's as simple as the distribution of street lights on main street in your

hometown or as major as passing reforms that limit greenhouse gases nationwide to prevent further human impact on the environment. Students will finish this unit by completing their Public Policy Project on an issue they are passionate about that they will present during LEAP Night.

Potential Graduation Requirements Offered: Citizenship Test and the Public Policy Project

Climate Change and Society (Brad and Ally)

Are you interested in learning how to make real change in your own community? Are you interested in learning more about climate change and what can be done to help combat it? This course will offer students the opportunities to do just that and be apart of a project that is much larger than themselves. We will begin the course by examining the science behind climate change, including natural warming/cooling cycles, the nature and composition of greenhouse gases, and the role they play in altering the climate when their presence is increased. Once we build a solid understanding of these concepts, we will look more at how climate change impacts people and their daily existence. We will also examine the role policy making plays in combating climate change and the role each of us can play in pursuing these policy changes. Our driving question during this portion of the class will be “What role do governments play in climate change?”. Finally, we will apply the skills and knowledge that we have addressed in the final portion of the class as we begin a large scale project through the Global Covenant of Mayors, an organization that has worked with local communities to collect data and find ways to limit our local impact on climate change. This is where we will be directly involved with the community and learning more about how Kennebunk functions. We will be collecting data and analyzing this data to eventually see the environmental impact our local area has. This course is your opportunity to make a change in your local community for the better and work towards being apart of a movement that has spread worldwide.

Potential Graduation Requirements Offered: Public Policy Project

Introduction to Philosophy (Xine)

Consider the following questions: Why is there something rather than nothing? (metaphysics) What is the nature of existence? (ontology) What is real? Am I real? (more metaphysics) How do we know what we know? Can we truly experience something objectively? (epistemology) Do we have free will? Is there a god? Is there life after death? (even more metaphysics) What is morality?(ethics) Does art represent sensible objects or ideal objects? (aesthetics) What is property? Can a person own another person (political philosophy)

If you want to talk more about these topics, enjoy reading, and are ready to write some argumentative essays, this is the class for you! The word philosophy comes from a Greek word meaning love of wisdom. This course will focus primarily on Western philosophy and the six branches--metaphysics/ontology, epistemology, ethics, aesthetics, political philosophy, and logic. We will dip our toes into philosophies from other parts of the world as well, but the first part of the course will lay a solid foundation of questions, arguments, and wonderings.

Potential Graduation Requirements Offered: Argumentative Essay

Writer’s Workshop: (Xine)

Students with varied interests in writing have requested a space to polish their craft, share feedback with one another, and push their writing to new levels. I will work with interested students to create writing portfolios containing everything from personal essays to short stories to poetry. Students should expect to write a minimum of 10-15 pages a week.

Feminist Literature (Challenge) (Xine)

5 powerful novels written by women about powerful experiences: *The Handmaid's Tale*, *Beloved*, *The Bean Trees*, *The Round House*, *Their Eyes Were Watching God*, 1 provocative play: *The Vagina Monologues*, and a poem a day. That's my ambitious vision for a challenging, inspirational course about what it's like to be a woman. You don't have to be female to take this class--these books and the experiences they explore should be read by everyone. Weekly reading reflections and a final theme paper will be part of the rhythm of this fast paced class.

Potential Graduation Requirements Offered: Argumentative Essay

Theater: Play Writing and Scene Development (Xine and Josie)

Josie loves theater; Xine loves writing. Combine the two and you had better believe this class will be collaborative, creative, and filled with plenty of laughter. Playwriting will use a hands-on approach to theatre which is rooted in character and narrative structure, with emphasis on a play's arc through its beginning, turning point, and ending. Using improvisation, theatre games and human behavior analysis we will collaborate to create characters as well as a plot. We will explore scene structure, dramatic action, events, voice, and dialogue to ultimately craft a written script. This course will hit ELA standards as well as Performing Arts standards. The focus of the course is on writing a play, not performing it, although students interested in performance will learn a lot to improve their acting game by participating in this class.

“Acting without DA (dramatic action) results only in the most disgusting artificiality”

-Ivana Chubak