

Fall Schedule 2019-2020

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Announcements	Announcements	Announcements	Announcements	Announcements
8:45-9:40	ASL Spanish Latin	Phase Seminars	ASL Spanish Latin	Experimental Design Theater Atlantic Slavery	ASL Spanish Latin
9:45-10:40	Geology Math 2 Witch Lit	Experimental Design Theater Atlantic Slavery	Geology Math 2 Witch Lit		Geology Math 2 Witch Lit
10:45-11:40	Math Adventure Games & Culture Creative Non-Fiction Writing			Math Adventure Games & Culture Creative Non-Fiction Writing	Math Adventure Games & Culture Creative Non-Fiction Writing
11:40-12:25	Lunch				
12:25-12:40	Clean				
12:45-1:30	Advisory	Club/Committee	Open Art Studio 12:40-3:30 Explorations 12:40-2pm	Student Meeting	Advisory
1:35-2:30	Taste of English Abnormal Psychology Math 4	Taste of English Abnormal Psychology Math 4		Taste of English Abnormal Psychology Math 4	Taste of English Abnormal Psychology Math 4
2:35-3:30	Climate Change Math 3	Climate Change Math 3		Climate Change Math 3	Climate Change Math 3

Course Descriptions

Science

Geology (Ally): Have you ever wondered how there are fossilized seashells on the very top of Mount Everest? Have you ever picked up a rock and wondered what it is? Do you like spending time outside exploring the natural world? Then geology may be the right fit for you. Personally, geology is my favorite field of science. It's an opportunity to observe, investigate and interpret the processes that form and change our planet. We will investigate why the theory of plate tectonics was only accepted in the 1960s. From mass extinctions to Pleistocene megafauna, from glaciology to natural disasters, we will investigate the geologic time scale and the processes that create landforms. Of course, we will look at rocks and minerals and, if all goes well, learn to identify over 65 specimen! Heads up, we will spend a good portion of this class outside at rock outcrops learning to interpret the geology of coastal Maine. Student voice and choice is a priority of mine; as such there will be the opportunity for students to direct their own learning around topics and areas of interest.

Experimental Design (Ally): How does exposing brine shrimp to extreme environments (heat, dehydration or UV radiation) impact their survival? How does acid rain impact the rate of seed germination? These are the types of testable questions we will be asking and designing experiments to answer. We are going to delve into the scientific process by following our own curiosities, crafting testable questions, designing experiments, and analyzing data to draw conclusions. We will focus on skills like writing professional lab reports, reading peer reviewed articles and representing data visually. At first, we will perform labs together in the greenhouse, tide pools, and in the lab. This will progress towards complete student autonomy in designing and executing your own experiments. Want to perform a macroinvertebrate survey and test water quality of the Mousam River? Excited to make bacteria glow by inserting DNA from a jellyfish? Hoping to spend time in the kitchen? This is your chance to answer your burning *testable* questions. It is also a great time to complete your science gateway; we will present science gateways in class at the end of the semester.

Social Studies and Science

Climate Change (Ally and Brad): Maine is well known for its prominent coastal communities, such as Kennebunk. As we move forward into a future where our climate outlook is uncertain, how will the human impact on the environment impact Maine? How will Kennebunk be impacted by rising sea levels? How will Rockland respond when lobster fisheries fluctuate unexpectedly? What can we do as a town and a class to combat climate change now? We will explore these questions and more in this co-taught class. Come join Ally and Brad on an endeavor to uncover the impact Kennebunk has on the climate. Students will be introduced to a project that was started last year in unison with the Energy Efficiency Committee of Kennebunk that focuses on inventorying the amount of greenhouse gases released in Kennebunk. From there, once we have this information, we will work with the town to research and create a list of potential recommendations Kennebunk could make to reduce its greenhouse

gas footprint. Collaboration with a variety of professionals, from town officials to engineers and school board officials, will be a consistent feature of this class, as will some field trips to locations related to our project. Additionally, students will have the opportunity to work with Ally and Brad to touch upon three themes throughout the course that may be unrelated to our project. The impacts of climate change are coming. How do you plan on being an active roleplayer in addressing those impacts in your own backyard?

Social Studies

Abnormal Psychology (Brad): Are you interested in psychology and mental health? If so, this is the course for you. Students will explore the variability of human behavior and the ways in which many Western societies have categorized behavior and mental health. This will provide students with a basic understanding of what abnormal psychology is and the variety of approaches that professionals bring to the field. Students will also walk away with a framework to understand and learn more about many of the disorders in behavior that are prevalent in our society, such as anxiety, depression, schizophrenia, and so on. As a class, we will examine how stress and pre-dispositions can lead to the development of behavior that might be categorized as abnormal. Through this journey students will gain a better understanding of the roles stress and genetics play, while also experiencing the lives of individuals who have worked through these behaviors or continue to deal with them on a daily basis. How this course goes will be largely determined by students, as we will need to plan out which disorder categories we'd like to cover. Additionally, students will have an opportunity to practice the clinical approach with a fictional character of their choosing and possibly complete their research paper. We all possess the behaviors described in this course, but together we will answer the question of what happens when these behaviors reach *deviant, distressful, dysfunctional, and dangerous* levels.

Trans-Atlantic Slavery and Today (Brad): Slavery, particularly that which was centered on kidnapping and purchasing African captives to bring to the America's, has played a prominent role in shaping the western world. In fact, many of the institutions that defined democracy in early America were built using the forced labor of African slaves, highlighting a central fallacy of the American Constitution. Despite what we know about the institution slavery in the United States, including the illusionary impact of the 13th Amendment, slave labor was more excessive, cruel, and diverse in the Caribbean, with Cuba not banning slavery until the 1880-1890's, and Brazil in South America. We will spend time examining the process of how one became a slave, the impact the slave trade had on African cultures, and how it came to be the foundation of western capitalism. We will also examine the treatment of slaves and focus particularly on the slave ship, or as author Marcus Rediker says, the "floating dungeons of the eighteenth century". From there, we will work as a class to determine a particular case study to focus on, including possibilities such as: slavery in the United States, slavery in Cuba and the role of sugar plantations, the founding of Haiti and the fall of French slavery, slavery in Brazil and Latin America, etc. Finally, students will spend the later portion of this course by studying the generational impacts of slavery in a few countries. We will debate the topic of reparations and students will have an opportunity to write an Argumentative Essay on this topic. Students will also have an opportunity to complete a research paper during our case study. As Rediker states in his book *The Slave Ship*, "European, African, and American societies still live with their consequences, the multiple legacies of race, class, and slavery...the slaver is a ghost ship sailing on the edges of modern consciousness."**Graduation Requirements Addressed:** Research Paper, Argumentative Essay

Social Studies and Physical Education

Games and Culture (Brad): What role do games play in society? Why do different cultures develop different sports and games? What sports and games are out there that I have never heard of, but would like to try? If these questions peak your interest, you should join the Games and Culture class. Our goal will be to examine the role of sports and games in any society. From there, we will look at a variety of games throughout history and today to study. Our mission will be to successfully learn these games and try them out. There will be the potential to share our knowledge with the rest of the school as well, and there will be plenty of opportunities for student choice in this class, as students will be responsible for selecting the games and sports we focus on. Physical Education credit will be offered in this course, so you should expect to be active throughout the course at least once a week. Students will conclude the course by being tasked with creating their own game that embodies The New School culture with a written guide for new players.

ELA Offerings

Witches in Literature The Witch is an enduring cultural archetype. Come discover witches in literature and figure out what feminist thinkers have to say about this frightening embodiment of female power. We will read plays, novels, poems, and short stories featuring witches and also dip our toes into some feminist literary theory. Analytical essays and critical reading discussions are definitely on the skill list for this Special Topic in Literature course. On the reading list: *The Crucible*, *Circe*, *Macbeth*, *Practical Magic*, assorted fairy tales. On the viewing list: *The Burning Times*, *Witches: A Century of Murder*, and maybe some contemporary films featuring witches.

Creative Non-fiction Writing Students will explore ways of incorporating creative writing techniques into their non-fiction essays. We will approach several styles of essay including reviews, personal essays, and expository essays. Because good writing grows out of reading, we will also read and analyze a variety of creative non-fiction from writers like Stephen King, Annie Dillard, Hunter S. Thompson, and Andrei Codrescu among others. Students will consider the rhetorical purpose of both things they read and things they write. The writing workshop model will include both peer editing and group critiques for shaping and revising essays. Students will be expected to write a minimum of 5 pages a week and to create a minimum of four polished essays for full credit. This is a good class to take if you want to write a college essay. Argumentative essays suitable for the Gateway can also be written in this class.

Taste of English: This survey course of the genres of English Literature focuses on developing reading skills used in the study of literature including close reading, textual analysis, critical thinking, and identification of themes. Through a combination of active investigation, teacher-led instruction, and group work, students will explore short stories, poetry, and plays. Students will participate in performance-based investigations of each genre—story-telling, acting, and discussing literature. Essential questions driving this course include:

- What is a narrative? What forms can it take?
- What are the essential elements of a story? How do they work together?
- Why do we tell stories?
- How do we read? What is reading?

Performing Arts

Theater(Josie): TBD...based on survey results