



## SANT BANI SCHOOL

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### HIGH SCHOOL SYLLABI SAMPLE

#### ENGLISH 9 & 10 - Karen Bicknell

**I. Course Description:** In this first semester we will read primarily novels that focus on the truths about the human condition always to be found in good literature whose characters are coming of age or engaged on a quest for truth, happiness, the American Dream, or peace of mind.

Students will be developing literary analysis techniques and writing skills while exploring a variety of classics.

#### II. Texts:

*Great Expectations* by Charles Dickens (read over the summer)

*Of Mice and Men* by John Steinbeck

“Young Goodman Brown” by Nathaniel Hawthorne

*The Crucible* by Arthur Miller

*My Antonia* by Willa Cather

*The House on Mango Street* by Sandra Cisneros

*Jane Eyre* by Charlotte Brönte

*The Razor’s Edge* by Somerset Maugham

The Seagull Reader, Poems

More short stories, poetry, and excerpts from a variety of sources; additional titles may be added as time allows

#### III. Writing:

Students will continue developing creative and expository writing skills while writing and editing weekly papers. Grammar concepts and basics of sentence structure will be reviewed as necessary.

Final drafts of papers should be typed and double-spaced. Rough drafts and the reviewing and proofreading of final drafts are the students’ responsibility. Write a rough draft in a timely fashion; edit, proofread, rewrite; proofread the final before handing it in. These are skills you have been taught.

#### IV. Vocabulary

We will be using words from the literature read in class as a basis for our study. There will be regular assignments and quizzes.

**V. Spelling** will be addressed as needed. Those students who need further drill in this area will be assigned lists and given follow-up exercises.

**VI. Grades** will be based on the following:

A. Prompt fulfillment of each assignment; papers will be evaluated as to content, neatness, and mechanics. Papers are due, printed out, at the beginning of class. Late papers will not receive full credit.

B. Participation in class discussions, presentations, and peer groups for writing.

C. Tests and quizzes

D. Other expectations agreed upon for the class.

#### ENGLISH 9 & 10 - Mary Ann Sanborn Course Description

In this section of English 9/10 students will explore the theme of metamorphosis, observing the manner in which characters grow and change in literature. We will also consider the beliefs and principles, people and life experiences, and social and historical events that influence the change, as well as consider why some characters cannot or do not change.

Literature selections will include Charles Dickens' *Great Expectations*, William Shakespeare's *Taming of the Shrew*, George Bernard Shaw's *Pygmalion*, Jane Austen's *Pride and Prejudice*, Robert Lewis Stevenson's *Dr. Jekyll and Mr. Hyde*, and Kafka's *Metamorphosis*, and selections from Ovid's *Metamorphoses*, as well as short stories by Edgar Allan Poe and Arthur Conan Doyle, and poems by Stevenson, Kipling, Tennyson, and others. We will read critical essays about these pieces and study their themes and styles, seeing them as both a reflection of the time in which they were written and as having value today.

Books, magazines, and the Internet will provide resource materials that will be evaluated and documented to promote sound research techniques. Students will write creative and research based papers, as well as prepare and perform interviews and oral reports.

Grades will be based on homework, class participation, tests and quizzes, and creative and analytical assignments.

### **Objectives**

To experience a wide range of literature

To begin to develop a familiarity with the vocabulary of literature: metaphor, simile, irony, plot, voice, line, meter, poetic devices, etc.

To extend practice in writing to include both creative and research based pieces

To venture into analysis and synthesis of literature

To strengthen vocabulary and grammar

To develop poise and presentation skills, including both creative and academic challenges

### **ENGLISH 11 - Brenda Diederich**

I. COURSE DESCRIPTION: This course focuses on a study of literature that is both classic and contemporary. Emphasis is on developing literary analysis techniques and on writing skills. It provides a firm foundation in grammar as it relates to writing assignments, and vocabulary enrichment is a primary goal.

II. TEXTS:

*Sound and Sense*

*The Catcher in the Rye* by J.D. Salinger

*One Flew Over the Cuckoo's Nest* by Ken Kesey

*The Watchmen* by Alan Moore and illustrated by Dave Gibbons

Selected cantos from Dante's *Inferno*

*Let's Not Go to the Dogs* Alexandra Fuller

*The Scarlet Letter* by Nathaniel Hawthorn

*Brave New World* by Aldous Huxley

*Mama Day* by Gloria Naylor

*A Prayer for Owen Meany* by John Irving

"On the Rainy River" by Tim O'Brian

"The Centurion"

"Extract"

"We Have Met the Enemy"

"The Secret Lion"

"The Man in the Casket"

"Two Kinds" selected short stories from *Coming of Age* by Robin Behn and Chase Twichell

"Trying to Save Piggy Sneed" by John Irving

"Batorsag and Szerelem" by Ethan Canin

*Vocabulary Energizers*

III. OBJECTIVES:

1. to analyze literary genres, poetry, novel, short story
2. to develop paragraphs through attention to sensory images
3. to expand vocabulary
4. to improve writing skills through various editing exercises
5. to review grammar, usage and style
6. to keep a file of all writings

#### IV. METHODOLOGY:

1. Discussion group
2. Peer teaching
3. Oral presentation
4. Audio visual aids
5. Socratic

#### V. CONTENT:

- A. Literature - Students will analyze the various elements of literary genres. Poetry will often serve as an introduction to these elements of theme, characterization, setting, symbolism, mood, and figurative language, which will, in turn, be related to the novels we are reading.
- B. Vocabulary - Students will use the *Vocabulary Energizers* text
- C. Writing - Students will have daily practice. They will evaluate writing and learn how to articulate what makes effective writing. A file will be kept of all writings.
- D. The junior research paper- Three weeks of the first quarter is devoted to the writing of an 8-10 page research paper. The paper must demonstrate a solid understanding on the part of students as to how to write a scholarly paper with proper title page, thesis statement, outline, bibliography, and footnotes. The paper is initially assigned in English class, and the steps along the way (for example, note cards) count as a percentage of the overall grade for the paper. Two faculty members of the Research Committee read each paper. The grade received on the paper becomes a major percentage of the first quarter grade.

#### VI. GRADES: will be determined by

1. Compositions: content, mechanics
2. Class participation
3. Quizzes/vocabulary
4. Collaborative group work skills

#### ENGLISH 12 – Susan Dyment (fall semester)

1. In the **literature** section of the course we will view stages of the life cycle from the perspectives of various writers.

##### A. **Childhood:**

Frank McCourt, *Angela's Ashes*  
Maxine Hong Kingston, *Woman Warrior*  
Jean-Paul Sartre, *The Words*  
Dylan Thomas, "Quite Early One Morning," "A Visit with Grandpa," and poetry  
Charles Spencer Chapman, *My Autobiography*  
Dick Gregory, *Nigger*  
Richard Kim, *Lost Names*

##### B. **Adolescence:**

Russell Perkins, *Impact of a Saint*  
Kurt Vonnegut, Jr. *Slaughterhouse-Five or the Children's Crusade*  
Elie Wiesel, *Night*  
Maya Angelou, *I Know Why the Caged Bird Sings*

##### C. **Death and Dying:**

Leo Tolstoy, *The Death of Ivan Ilych*  
Ivan Turgenev, *Sketches from a Hunter's Album*  
Isaac Bashevis Singer, *The Collected Stories*  
Sophocles, *Oedipus at Colonus*

2. **In-Class Presentations:** During late October and November each senior will be reading and presenting one autobiography of his or her choice. There will be a careful selection process aimed at making choices and observing group dynamics. As books are completed each student will prepare a guided thirty-minute lesson for the class. Erik Erikson's stages of the life cycle will be applied to sections of the autobiography. Students choose among such titles as *The Autobiography of Benjamin Franklin*, *Autobiography of a Yogi* by Paramahansa Yogananda, *The Eden Express* by

Mark Vonnegut, *Out of My Life and Thought* by Albert Schweitzer, *Love and Exile* by Isaac Bashevis Singer, *Manchild in the Promised Land* by Claude Brown and others.

3. **Supplementary material** includes audiotapes of Dylan Thomas, Frank McCourt and Maya Angelou, and videotapes of Maxine Hong Kingston and Maya Angelou. In viewing excerpts of George Roy Hill's film adaptation of *Slaughterhouse-Five* the class will discuss how the language of literature translates into the language of film, as well as the broader subject of visual literacy. We will see selected portions of a film version of *Under Milkwood*. *Europa, Europa*, a film by Agnieszka Holland, will supplement our reading of *Night*. Before we read literature in translation (e.g. *Night* and *The Words*) we will examine translations of Chekov's *Lady with a Lap Dog* to compare styles and varying impact of differing translations. We will also see the Russian film version. In conclusion there will be a screening of *The Gospel at Colonus*, a 1987 musical adaptation of the final play in Sophocles' Oedipus trilogy, and of Stravinsky's opera of *Oedipus Rex*.

4. Our **writing** will be largely autobiographical. Reading of others' memories of childhood and adolescence inspires reflection on our own pasts and on the present experience of the teen years. Directed weekly writing assignments will generate material which can be crafted into autobiographical statements for college essays.

5. Many of our **discussions** will follow the Harkness Table model, which track frequency of comment and use of textual reference to support points. The goal is that each student speaks clearly and defend his or her position through reference to the literature under consideration.

6. A **special project**, which involves interviews with older neighbors and relatives and visits to New Hampshire Veterans Home in Tilton, will take place in the middle of the semester. The theme of "Home" will be the centerpiece for our project. We will interview residents, ask them to reflect on their memories of home—leaving home to go into the military, establishing their homes as young adults, changing feelings toward home, etc. Associated Press reporter David Tirrell-Wysocki will discuss interviewing techniques, oral history and methods of assessing information. Students' interests will shape many details of this project—including the final reporting format which must include an approved art component. All seniors will present to classmates and members of the community on an evening in early December. This event is required.

7. **Vocabulary lessons** will be derived from our reading and from the workbook *600 Words You Should Know for the SAT*.

8. **Evaluation** is based on essays, vocabulary tests, literature quizzes and projects. Additional credit is available for contributions in class, projects, and general class commitment. Assigned work is devalued at the rate of a third of a letter grade a day for lateness. (e.g., an A paper becomes an A- after one day late, etc.)

### **ENGLISH 12 - Kent Bicknell (spring semester)**

In this class we read and discuss a variety of short stories and sketches. Each student develops her/his own criteria (or "lenses") for examining the pieces and uses the same for writing a one to two page formal reaction paper each week. Selections are loosely organized around a quote from Henry David Thoreau, "What does education often do? It makes a straight-cut ditch of a free, meandering brook." (October, 1850 -- *The Journals*.)

Students are able to substitute two creative writing exercises for any two formal papers. The following works are some of those read and discussed: Djuna Barbes' *Smoke*, Willa Cather's *Paul's Case*, Anton Chekhov's *The Bet*, Rebecca Harding Davis's *Life in the Iron-Mills*, Ralph Waldo Emerson's excerpts from *The American Scholar* and other essays and *Brahma*, Susan Glaspell's *A Jury of Her Peers*, Thomas Hardy's *The Withered Arm*, Nathaniel Hawthorne's *The Devil in Manuscript* and *The Birthmark*, Louisa May Alcott's *Transcendental Wild Oats* and *A Long Fatal Love Chase*, Sarah Orne Jewett's *A White Heron*, Jack Kerouac's four sketches from *Lonesome Traveler* and other essays, Sinclair Lewis's *Young Man Axelbrod*, Herman Melville's *Bartelby the Scrivener*, Plato's *The Allegory of the Den (Cave)*, Edgar Allan Poe's *The Masque of the Red Death*, and Henry David Thoreau's *Higher Laws*. We also see a number of films – and take the occasional field trip in relation to material we are studying in class.

### **INTERACTIVE MATH PROGRAM 2 - Jonathan Powell**

The IMP curriculum, published by Key Curriculum Press, was developed under the sponsorship of the National Science Foundation in response to the Standards for School Mathematics first set forth by the National Council of Teachers of Mathematics in the early '90s. It is an integrated program; traditional math subject matters are not studied in isolation, but are developed through studying various problem units. There are five units for the year. Year Two units are:

Solve It! (algebra skills)

Is There Really a Difference? (data and statistics)

Do Bees Build It Best? (area and perimeter, right triangles)

Cookies (systems of linear equations)

All About Alice (exponents and logarithms)

POW's (Problems of the Week) extend the math work into other areas. There is much group work, as well as regular

individual homework; writing, presenting work, discussing the ideas and justifying mathematical reasoning are all features of the course. Students learn how to make use of the technology of calculators and computers; if there is time, we will incorporate some activities with Fathom statistical software. Students develop a portfolio of their work as they go through the school year.

### **INTERACTIVE MATH PROGRAM 3 – Chris Demian**

In the third year of IMP, students have become accustomed to group work and understand the methods employed by the textbook to enable learning. Quality is still stressed over quantity while the problems prod students to investigate and learn through discovery. Students are continually challenged to problem solve, work together and express their thoughts both verbally and through their writing.

The units studied this year include: an exploration of quadratic functions, an investigation of circles in conjunction with coordinate geometry while reviewing the study of similar triangles and trigonometry, an analysis of large systems of equations and inequalities in both two and three dimensions using matrices, an introduction to derivatives and the natural logarithmic function, and further work with probability including permutations and combinations.

Grading will be based mostly on work completed outside of class. This will include daily homework assessed primarily on completion, a week-long homework summary paper to be completed each weekend, POW's with an opportunity for revision and portfolio's that will be easier if the appropriate amount of time is spent on the summary papers. In addition, students can expect frequent quick quizzes to check comprehension of homework/class-work assignments, a daily participation grade, regular presentations, quizzes and unit tests. Lastly, a final assessment will count for 20% of the final grade; half of which will be a take-home assignment while the other half will be an exam.

### **INTERACTIVE MATH PROGRAM 4 - Jonathan Powell**

The IMP curriculum, published by Key Curriculum Press, was developed under the sponsorship of the National Science Foundation in response to the Standards for School Mathematics first set forth by the National Council of Teachers of Mathematics in the early '90s. It is an integrated program; traditional math subject matters are not studied in isolation, but are developed through studying various problem units. There are five units for the year. In addition, we will study personal finance using the NEFE High School Financial Planning Program in homework assignments, class work and projects throughout the year.

We plan to do the following units:

- High Dive (circle trigonometry and laws of falling bodies)
- The World of Functions (families of functions and their properties)
- Personal Finance and SAT preparation
- The Pollster's Dilemma (probability and the normal curve)
- As the Cube Turns (programming calculators, projective geometry, matrices and trigonometry)

POW's (Problems of the Week) extend the math work into other areas. There is much group work, as well as regular individual homework; writing, presenting work, discussing the ideas and justifying mathematical reasoning are all features of the course. Students learn how to make use of the technology of calculators and computers. Students develop a portfolio of their work as they go through the school year.

### **ADVANCED MATH – Jonathan Powell**

We will cover a variety of topics in Advanced Math. We will prepare for SATs at the appropriate times. We will review and extend algebra and equation-solving skills, venturing into complex numbers. Trigonometry will be reviewed and extended into radian measure and identities. We will use Fathom software to review and extend our knowledge of statistics. Other topics we hope to cover include volume and surface area, sequences and limits, logic, conceptual introduction to derivatives and integrals, and graph theory.

### **CALCULUS – Chris Demian**

We will be using the text *Calculus of a Single Variable* by Thomas P. Dock and Charles M. Patton. There are three basic parts of the course:

- Examination of functions and their properties, and development of the concept of limit
- The problem of instantaneous rate of change – the derivative and its applications
- The area under a curve – the integral, its applications, and its relation to the derivative

We make use of the technology of calculators and computers, and approach problems through three avenues of approach – numerical, graphic and analytical. Students will read the text and take turns presenting material to the class for

discussion, and homework problems will be discussed in class.

## **PHYSICS - Richard Danahy**

**Course Text:** *Physics: Principles and Problems*, Glencoe Publishing, Co., 1999

The text will be used for structure and to develop traditional physics problem-solving skills through regularly assigned homework. Additional reference material shall include handouts, instructional videos, laboratory guides, and computer programs. TI-83 calculators and computers are used for data gathering and manipulation, discovery, and the extension of concepts. Classroom demonstrations and lab exercises are an integral and rewarding part of the course. Students will demonstrate their success in both individual and team investigations.

**A. Overview of physics subject areas** to be covered during the year:

*motion and mechanics, kinetics, states of matter and energy transfer, waves and the nature of sound and light, electricity and magnetism*

**B. Overview of the mathematics topics** that are integrated during the year:

*algebra with problem solving strategies, trigonometry, vectors and some analytical geometry, related graph, data analysis, and statistical topics*

**C. The following** will be considered as we study each subject area:

*an historical perspective, authors and development of theories, the modeling and reasoning skills to understand each topic, the ethical and social consequences of the use and misuse of scientific knowledge*

### **D. Laboratory**

Each week, a physics topic or mathematically related skill will be reinforced by a hands-on or group observational lab exercise with a follow-up formal analysis of the data or observations.

### **E. Independent Research**

At various intervals, each student will choose or be assigned a particular physics topic to research and make a presentation of the material. On a regular basis each student will find, read, and summarize an article from a scientific magazine or journal for a seminar-style class presentation.

### **F. Field Trips and Competitions**

We will take field trips if time and our initiative allows; these will be research, informational, or career based. We will participate in student competitions, if possible.

## **G. Expectations and Assessment**

Each student shall be responsible for maintaining a neat and readily available collation of all daily class notes, homework assignments, lab materials handouts, and notes on independent reading and projects. Assessment shall be on each student's level of academic interest and appropriate participation, the punctuality and completeness of all assigned work and reports, the condition of the student's class notebook, and results on quizzes and tests.

## **COMPUTER PROGRAMMING - Richard Danahy**

In this course students shall study the basics of computer programming through the introduction of at least two languages, creating programs and projects appropriate to skill level and interest. Students will use PC computers and suitable compilers to support, test, and demonstrate their work and investigations.

We will start systematic learning of a computer programming language by studying *Visual Basic 6.0* using Lawrenceville Press' text: *An Introduction to Programming Using Microsoft's Visual Basic* with software while concurrently using *Alice 2.0*; a 3D programming language learning environment and support material developed at Carnegie Mellon University. If there is time, we may then learn elements of *Java* using Lawrenceville Press' text: *A Guide to Programming in Java* with *Eclipse* development software.

Topics and investigations include:

- *binary math, logical thought, computer programming, and documentation*
- *using the Visual Basic IDE and Windows interface and the Alice IDE*
- *variables and constants; control statements, functions, routines, and subroutines*
- *data handling; storage and retrieval tactics and methods*
- *creating executable programs; event handling*
- *graphics, objects, code modules and classes*

While this is a regularly scheduled class, students may end up independently paced. Intensive self-study following instruction is expected for class time plus 3 hours per week minimum. All students shall maintain computer files as well as a written online log of work, collation of programs, ideas, and definitions.

During the course each student will investigate programming using assigned and approved programming projects. Each shall develop programs and experience the challenge of solving smaller open-ended projects, both alone and in a team. Project progress and results will be regularly presented in forum style within the class, and hopefully to guests as well. Most assignments will be submitted electronically and some turned in on paper.

Students will be graded on class participation and attitude, written work including quizzes and tests, the quality and organization of computer files and work logbook, and the preparation and content of presentations:

- *class participation and attitude* 25%
- *computer files and logbook* 25%
- *quizzes and tests* 15%
- *projects and presentations* 30%

### **EARTH SCIENCE – Robert Schongalla**

**Course description:** This course begins with the study of New Hampshire's geology including the effects of the Ice Age on the landscape. Students will learn about minerals and rocks, plate tectonics, the shaping of landforms, resources, the atmosphere, and the oceans. Later we will trace the evolution of the universe from the Big Bang to the formation of our solar system and Earth. Students will learn about how life has evolved over the course of 3.8 billion years. They will carry out a research project and write a paper describing their work. The class will participate in the UNH Forest Watch Program, where we study of the effect of low-level ozone on White Pines. We will frequently discuss current events in the Earth sciences.

**Methods:** The class will use the Heath textbook, *Earth Science*, by Spaulding and Namowitz. Information on New Hampshire's geology will come from handouts, class presentations and local field trips. Students will work individually, in pairs, small groups or as a class team to complete various activities, experiments, labs, or projects. Students will see slides, videos, and use maps and the Internet. The group will prepare at least one exhibit for the new display case at the Old Lab and will visit Harvard's Museum of Natural History in the spring.

**Student expectations:** Class participation is very important, and note-taking will be a real aid in studying for tests. Some material on tests is not in the text and is covered only in class or in handouts. Homework will be assigned nightly, and assignments will take students approximately 1/2 to 3/4 hour. Students should save their old tests, quizzes, homework assignments, and notes in order to review and study for the final at the end of the year.

**Evaluation of student progress:** A student's grade will depend upon the quality of projects, homework assignments, the research paper, poster or PowerPoint presentation(s), quizzes, tests, concept maps, and class participation.

### **BIOLOGY - Scott Clark**

**Description:** The study of biology begins with reviewing the scientific method, the knowledge of which is necessary throughout the course to help with understanding the material presented in the course. Most of the year revolves around the classification and progression of organisms, from primitive to advanced, according to Darwin's theory of evolution. Emphasis is placed on the broad scope of changes that occur from phylum to phylum and the meaning of intermediate form. Upon completion of the course, students can construct a phylogenetic tree, tying together most organisms with homologous similarities. Lab work for this course encompasses correct technique in preparation of slides, studies of plants, and exercise physiology.

**Methods:** Class time is spent in a variety of ways: new concepts are explained and discussed, students are quizzed on their understanding of homework, lab work is completed which stresses proper technique and data compilation, and current events in science are regularly discussed.

Labs are a vital part of the grade received in class, and write-ups of lab work are closely scrutinized.

**Student expectations:** Homework is essential for a better understanding of new and sometimes difficult material. It is assigned most nights and due the next day. Labs are usually due two days after completion of the lab. Nightly review is strongly stressed.

**Evaluation of Student Progress:** Quality of homework (20%), unannounced quizzes (20%), lab work (20%), and tests (40%) contribute to marks earned.

### **CHEMISTRY - Scott Clark**

**Course description:** The study of chemistry begins with reviewing the scientific method used throughout the course to answer questions and problems that arise in labs and activities. Beginning with the basic idea of the science of chemistry,

progress is made through atomic structure and the quantum atom. Chemical bonding, stoichiometry, carbon vs. inorganic chemistry, and chemical composition are covered. Because so much of the information can be "found" by each student in the lab, lab work is a weekly, or twice-weekly, occurrence. The micro technique method is introduced and then used throughout the year in lab work.

**Methods:** Class time is spent in a variety of ways: explanations of new concepts are presented, students are quizzed on their understanding of homework, labs are featured, and current events in science are regularly discussed.

Labs play a vital role in giving students a hands-on method of learning about the concepts and principles of chemistry. Because of the number of labs completed in chemistry, students become quite proficient and organized in writing them. Write-up of the lab work is closely scrutinized. Students will be using the text *Chemistry* by Merrill and *The Concepts of Microscale Chemistry* by M. Singh.

**Student Expectations:** Homework is essential for a better understanding of new and sometimes difficult material. It is assigned most nights and due the next day. Labs are usually due two days after completion of the lab. Nightly review is strongly stressed.

**Evaluation of student progress:** Quality of homework (20%), unannounced quizzes (20%), lab work (20%), and tests (40%) contribute to marks earned.

### **ADVANCED CHEMISTRY - Scott Clark (fall semester)**

Advanced Chemistry was designed for older students who have completed chemistry and want to explore subjects not ordinarily touched upon in the normal class offerings. This class will hopefully better prepare students for the SAT II in chemistry.

The class involves a lot of lab quantitative work focusing on the microscale technique wherever possible. A basic overview of the first quarter consists of dealing with liquids (colligative properties, Bp and Fp depressions and measure) and acids and bases (ionization, titration, and log). Quarter two will be spent on oxidation and reduction and

electrochemistry. The last section of the course is dubbed "the flow of energy" and consists of readings and discussions on the origin of energy, the laws of thermodynamics, and Darwin and his thoughts relating to Natural Selection, energy, and disorder.

### **ADVANCED BIOLOGY - Scott Clark (Spring Semester)**

Advanced biology will begin by reviewing systems of the human body, and then proceeding to new material, energy in the biotic sense, and branch off from there. Beginning with the process of attaining, breaking down, absorbing, and actually using energy in Homo Sapiens, similarities to other vertebral organisms will be stressed. Energy will be looked at as the main "force" in nature, which decides important things, such as evolution, mutations, and the where and when of reproduction genetic pools for populations. Darwin and his thoughts on natural selection are assigned reading.

Systems of the body will be covered (the ones not covered in Biology), as well as genetics. The course will end with ecosystems, showing the interrelatedness of both the biotic and abiotic worlds. In general, labs are greatly student driven and happen all the time. Students must keep up with reading assignments in order to contribute to class discussions, and fun must occur.

### **MODERN WORLD HISTORY - Rose Marie Marinace and Ann Saunderson**

This course is about religion, philosophy, and politics from the Renaissance to the WWI/II era. We look for these ideas every day. Our textbooks are *Modern World History* by Roger Beck, et.al. and *The Annotated Mona Lisa* by Carol Strickland. Students will often get a calendar with reading and other assignments and take notes on the readings.

We will have a Reporters' Round Table discussion with Ann and Rose Marie every week during the double period. The Round Table requires a weekly news log and continued reporting on one country's politics or culture (as assigned) throughout the year. At the end of the year a lengthy paper will be written comparing public and commercial news sources with some evaluation of events and your role as a citizen and future voter.

This year we will begin with a unit on Russia and China because modern events have dictated the need for such a focus.

Regarding art, the following theme is kept in mind as we discuss the history that produced it: "Who is in the picture?" Art is an artifact of the time, and when done with the "history" students should be able to look at a seemingly unrelated piece of art and tell us *who* made it, *when*, *where*, and *why*? What are the related social, political, philosophical and religious influences? Often the art test will be a history test because I students know the history if able to answer the art questions correctly.

Positive participation in class discussion can boost numerical grades one third of a letter grade at each marking period if teachers agree that students have actively engaged in the course on a consistent basis. Engaging in consistently

rude or disruptive behavior or being routinely unprepared will reduce a student's numerical grade by one third. There will be a test on every unit and a final exam.

### **U.S. HISTORY FOR INTERNATIONAL STUDENTS – Pam Hunt**

This class is an overview of US History with a focus on the history of individual rights. It begins with Native American history and includes a visit to the Mt. Kearsarge Indian Museum and the Hobomock Homesite at Plimoth Plantation. The latter site is also part of our study of early European colonization concentrating on New Hampshire and New England history. Other possible field trips are the Museum of NH History, Strawberry Banke or The Freedom Trail in Boston. We study the Constitution and some Supreme Court cases, especially those with an impact on civil rights and public policy. Immigration, citizenship and the electoral process are other topics covered. The texts used are McDougal Littell's *The Americans* and Holt's *Constitution Study Guide* with reference to McDougal Littell's *The Americans* and *Courtroom Drama: 120 of the World's Most Notable Cases*. Videos will include *The Native Americans*, *Desperate Crossing*, *The War That Made America*, *The Presidents*, *The Industrial Revolution*, and *The American Visions Art Series*.

### **RUSSIAN STUDIES - Pam Hunt**

Russian Studies is a look at Russian history, culture and language. The text used is Vailant and Richards' *From Russia to USSR and Beyond*. The literature component will include folktales and short works by authors such as Gogol, Pushkin, Tolstoy, Chekov and Solzhenitsyn. Students will also study the print and cursive Cyrillic alphabet and learn some basic vocabulary, phrases and expressions.

### **AMERICAN HISTORY - Rose Marie Marinace**

This course will be packed with information. What we are trying to do is cover all the bases since history is not just names, dates, battles, and facts but a chronicle of those things, that can also can be explained through art, literature, architecture, and economics.

The topics to be covered are as follows:

#### **First Semester**

##### **Architecture-- Preview unit**

- I. Pre-colonial and Colonial development of America Revolutionary
- II. America & the New Nation
- III. 1800-1850 Culture
- IV. The Civil War and Reconstruction

#### **Second Semester**

- V. Westward expansion and industrial development 1850-1900
- VI. Turn of the century America and W.W.I 1900-1920
- VII. The Great Depression and W.W.II 1920-1950
- VIII. The Cold War and the 1950's
- IX. Changes in the 1960's
- X. 1970's and Watergate
- XI. 1980's

#### **Course requirements:**

1. We will have a test over each unit.
2. There will be semester exams both semesters. These exams will give SAT II practice as well as a review of course material.
3. During the first semester you will be taking lecture notes almost exclusively.
4. Demerits will be given for any failure to come to class without a notebook, writing instrument, or the textbook when needed.
5. Reading notes will be required and graded. All written work should use good grammar and complete sentences. No exceptions.
6. Points will be deducted for failure to follow this rule even if the answer is correct.
7. Finally, there will be at least one long research assignment and perhaps more.

### **DANCE - Rose Marie Marinace (Spring Semester)**

This course will last one semester. The main goal for this course is a final production of about twenty minutes at the end of the semester, but there will be intermediate goals along the way including some student input on choreography. Discipline, attitude toward the task at hand, commitment, and consistency will be the major criteria for grading in this course. Teamwork will also be important in accomplishing our goals.

## **WORLD RELIGIONS - Todd Schongalla**

The Perennial Philosophy developed by Aldous Huxley notes that the world's religions have a shared spiritual core. This class will use a variety of means to examine this core. While commonalities will be stressed, differences will also be noted in Hinduism, Buddhism, Judaism, Christianity, and Islam. Other religions such as Confucianism, Taoism, Sikhism and primal (nature) religions will be studied. The basic text will be Huston Smith's classic, *The World's Religions*. Philip Novak's companion volume, *The World's Wisdom: Sacred Texts of the World's Religions*, will also be used. Reading and discussion will be supplemented with a variety of films and field trips, as well as visitors to the class. Assignments will include keeping a reaction journal on the readings, leading class discussion on sections of the primary text, and short papers of personal reflection.

In the introduction to *The World's Religions*, Smith states that his book is about "religion alive" (p.9). In an effort to conduct the course in a similar vein, students will be asked to react personally to what they read, view, and hear. Practitioners of a number of different religions – people who have devoted their lives to a particular path – will be guest lecturers in the class. The invited guest – be she or he a layperson, rabbi, minister, priest, or a Hindu, Muslim, Sikh, or atheist – will be asked to a) describe her/his childhood in terms of the religion including why vocational choices were made; and b) tell the class how the quest for truth plays out in her/his day-to-day life.

Along with Smith and the primary texts in Novak, readings include *The Tao Te Ching*, *Siddhartha*, and *Persepolis*. Students will gain insight into the founding spiritual principles behind the Sant Bani School by reading Russell Perkins' *Impact of a Saint*. Films include *The Gods Must Be Crazy*, *Kundun*, *Gandhi*, *Everything Is Illuminated*, *What the Bleep Do We Know?*, *Rumi: Mystic Poet*, and *Baraka*.

### **Practical**

A major tool for learning in this class will be keeping a journal of your reactions and thoughts about our reading assignments, class discussions, visitors and movies. Your journal entries will help you contribute to class discussions and write reaction papers. Todd will check that you are keeping your journal up to date at the end of each major unit. Pairs of students will also be responsible for leading class discussion of two to three pages of a chapter. New discussion leader pairings and pages will be assigned at the start of each chapter. Rather than simply summarizing what we read, discussion leaders should ask questions that spark debate and deepen everyone's understanding of the material.

Whenever we finish studying a particular religion or host a guest speaker, students will write a "reaction" paper to reflect on what they have learned and experienced.

## **GENDER STUDIES – Karen Bicknell**

Course description and objectives: Gender Studies is an introductory course, aimed at high school students with a keen interest in the subject matter. The goal is to develop a greater understanding of gender differences within our culture and to explore how these differences influence our lives, and the lives of those around us. In addition to this, we will do some exploration of issues that affect women globally. The history of the Women's movement in the United States will be presented through literature and film, and we will look at some of the reasons for differences in the issues that affect women and men worldwide. The media that surrounds us and filters so much information, and the immediate communities in which we live will also provide much material for discussion.

**Texts:** *The Gendered Society* by Michael Kimmel

Excerpted materials from a number of sources

### **Expectations:**

1. Daily attendance in class, on time.
2. Students will read all assigned material and be prepared for active discussions.
3. One to two, one-page reaction papers per week.

### **Projects:**

1. Students will compile a scrapbook of pertinent newspaper clippings, magazine articles, and other data during the first quarter.
2. Interview paper: students will prepare questions and strategies for an interview, conduct and record this interview, and write a transcription and commentary for class.
3. At least one book per student, and perhaps several articles, will be assigned to individuals for presentation to the whole group.

**Methodology:** The pedagogy will whenever possible mirror the contents of the course, with emphasis on discussion, collaborative learning, and collaborative projects.

### **Topics:**

- I. Overview of gender differences
- II. Cultural attitudes, the Media

III. History of Women's Movement in the US

IV. Women in the World - shared problems, many differences

**Evaluation:** Grades will be based on the following:

1. Class participation, in discussion and peer projects.
2. Reaction papers
3. Projects and longer papers
4. Self-evaluation

### **FRENCH I – Jen Schongalla**

In this class we will work on developing skills in reading, writing, listening and speaking. Practicing each skill is critical. Students will internalize what they learn through daily practice. This means using one or more of the skills every day, in class and at home. We will use the text *Bienvenue* (Glencoe), which provides good structure and a variety of exercises. Additional materials include music, films, stories and recipes.

Topics covered include basic greetings and introductions, friends, school, after school activities, family and home, café and restaurant, shopping, airline travel, train travel, sports, cars and traffic, and health and medicine. Grammar is covered logically. Students learn sentence structure, articles, nouns, adjectives, agreement, and regular and irregular verbs in the present tense and *passé composé*.

**Homework:** Students should expect homework daily. This may mean written work in the workbook, oral practice, and occasional short compositions. Just as the students wouldn't dream of becoming a skilled musician or athlete without daily practice, they should not expect to be able to speak French by simply showing up to class.

**Quizzes and Tests:** We will have quizzes frequently, as they are a good, quick way to check progress. Quizzes may be written, listening, oral or reading (usually short answer/multiple choice to test comprehension). Quizzes are generally worth 15-30 points, while tests are more comprehensive, usually worth at least two quizzes...60-100 points or more. Cumulative exams are given at the end of the first semester (January) and the end of the year (June).

**Grades:** Grades are based on proficiency in the four skills. Everything is taken into account, even activities with no formal "point value." It is important that students understand that a language is alive and not just "the right answers in the textbook." Therefore, they must be willing to use the language whenever they can, and to stretch themselves in order to improve their skills.

### **FRENCH II - Karen Ulmer Dorsch**

During the academic year, French II students continue to develop their French persona and family and learn about their region. They accomplish this through daily discussions and weekly compositions that focus on these topics. The new vocabulary and syntax they are presented in the text: **BIENVENUE** [textbook, tapes, and workbook] enable them to express themselves well in writing and speaking. Students will engage in speaking, listening, reading, and writing activities which center around topics such as family, travel, summer sports and activities, shopping, personal hygiene routines, and French holidays and customs. Supplementing these basic texts are varied class activities that involve learning to prepare French foods, listening to French music, viewing French films and art, Internet programs on France, etc. These are used to motivate students to learn as much as they can about the French people and culture. Students will also do reports on various regions of France as well as teach their classmates about their particular region.

Students have weekly assignments that state what they are to know and do by the end of the week. They are encouraged during the first three marking periods to redo any work for which they have received an unsatisfactory grade or a grade that they wish to improve. They are not allowed to redo unsatisfactory work during the final marking period because by that time, they should have learned what effort they need to expend to make the grade they desire when presented the task the first time. Students who meet the requirements that are set forth weekly as new learning, will be able to speak about present, past, and future experiences and events by the end of the year.

Grades are based on how well each student uses all four-language skills to complete tasks assigned and to what extent he/she is able to complete any given task. To be successful in performing these tasks, students know that factors such as their readiness to participate daily in class, the quality of their participation, their performance on tests and quizzes given, and the thoroughness with which they prepare daily to meet the class' requirements figure into the overall grade that they earn.

Parents are encouraged to contact me if they have questions or concerns that have not been answered here.

### **FRENCH III - Karen Ulmer Dorsch**

Students continue to build and develop their language skills that they have learned during their first two years of French study and to develop their French persona. The textbook and workbook, ABORD, is the primary guide for this level since it contains the rest of the core skills students need to pursue advanced study in the language, literature, and civilization of France. In addition to these texts, visuals, travel books, the Internet, music, food preparation, games, role-

playing, film, and art are used to enhance student awareness and knowledge of the French people and the Francophone nations. Students will do reports on the various regions of France in addition to learning about their own region and sharing what they know with their classmates.

Students engage in oral, listening, reading, and written performances in this class and are encouraged to develop an awareness of and a tolerance for how people of French cultures, think, feel, and act. One of the primary purposes of this course is to help students acquire an awareness of and a respect and tolerance for others whom we see as different from us while at the same time we learn of the many similarities we have in common as human beings.

Students have weekly assignments that state what they are to know and do by the end of the week. They are encouraged during the first three marking periods to redo any work for which they have received a grade that they wish to improve or one that is unsatisfactory. They are not allowed to redo any work during the final marking period because by that time, they should have learned what effort they need to expend to make the grade they desire when presented the task the first time. Students who meet the requirements set forth weekly as new learning, will be able to speak about present, past, and future experiences and events—using the present, past, imperfect, and future tenses of the more common French verbs. They will also be introduced to the conditional and subjunctive tenses.

Grades are based on how well each student uses all four—language skills to complete tasks assigned and to what extent he/she is able to complete any given task. To be successful in performing these tasks, students know that factors such as their readiness to participate daily in class, the quality of their participation, their performance on tests and quizzes given, and the thoroughness with which they prepare daily to meet the class requirements figure into the overall grade that they earn.

Parents are encouraged to contact me if they have questions or concerns that have not been answered here

#### **French IV - Karen Ulmer Dorsch**

*Jacques Coeur [1395?-1456] “à Coeur valliant, rien d’impossible.”*

*“Education needs to enable the student both to look through windows into realities of others, and into mirrors to see her/his own realities reflected back.” Emily Style*

The student in this course has helped create a syllabus that will meet her realities. We will focus on learning to speak the language while learning about and preparing French cuisine, reading and listening to French literary works, viewing French films that provide awareness of French history, culture, and civilization, and researching the various French programs on the Internet that inform us of current French life. Discussions will be in French and based on the reading selections we make, the films and websites we view, the history, music, art, and poetry we study, the foods we prepare, and any other experience we may engage in during the school year.

Works of authors such as Pagnol, Saint-Exupéry, Daudet, and Duras; films such as *Danton*, *Cyrano de Bergerac*, *Jean de Florette* and *Manon des sources*, various journal articles, recipe books, postcards of French scenes, etc. will serve as texts. These will be supplemented when appropriate by a grammar text: *Troisième Livre [Amsco} second edition, 1980.*

Oral, listening, reading, and written performances in this class will be assessed on an ongoing basis. How well the student functions in the language and to what extent she demonstrates an awareness of and a tolerance for how people of French cultures think, feel, and act will serve as a basis of assessment. One of the primary purposes of this course is to help us develop an awareness of and a respect and tolerance for others whom we see as different from our unique self while at the same time we learn of the many similarities we human beings have in common.

There will be formal assessments [quizzes, written compositions, and major tests] given when necessary over the four skills and the works studied. Written work will take the form of reaction papers and creative stories or poems in French. The student may choose to do an interdisciplinary project as her final exhibition of mastery which combines her unique talents and language skills in lieu of a traditional final exam.

How I will assess student progress:

- The student will be expected to use French throughout daily class discussions; thus, oral expression will be assessed on a daily basis.
- Written assessments may be as traditional as exams over vocabulary, grammar and syntax, or reading content or as creative as student-produced works of poetry, art, narratives, etc.
- At this level, no work is redone, but the student informs me when she is ready for written evaluations to be made over the work we are undertaking.
- Final written compositions or exercises to be graded must be typed in 12 point and double-spaced. Failure to submit work in this form will result in a lower grade.
- All homework assigned is due at the beginning of class. I expect the student to remember this and be prepared.

I do expect that the student will continue to help me assess the content that we will select. If she is discontent

with any study we undertake and wishes to revise the syllabus, I expect her to speak up and offer suggestions as to how we can better help her reach her personal goals in learning this language. Parents are encouraged to contact me if they have questions that I have not answered here.

### **SPANISH I - Debbie Asbeck**

The focus of this course is USAGE. The students are encouraged to think of the language in terms of how and when certain expressions and sentence structures get used in conversation. Vocabulary and grammar concepts are presented through, and then reinforced by, many exercises, both written and oral. The Glencoe, *Bienvenidos*, is used. Materials covered are as follows:

nouns: articles, agreements

**adjectives:** agreements, plurals, nationalities, possessives, demonstratives

**pronouns:** subject, direct and indirect object, reflexive

**verbs:** present and preterite (ar, -er, -ir), stem changers (dar, decir, estar, hacer, ir, oir, poder, poner, querer, saber, salir, ser, tener, traer, venir, ver), reflexive verbs, prepositions, question words, comparatives and superlatives, negatives, contractions, "a" personal, numbers

**expressions** of time, weather, health

**geography** of Spanish speaking areas, countries, and capitals

Grades will be based on daily homework, tests and quizzes (written and oral), and class participation/behavior.

### **Spanish II – Jen Schongalla**

This year the students will expand their vocabulary and also learn to express themselves more accurately in the present, past and future. We will use the text A Bordo (Glencoe) as a base text but will also use other resources such as music, films, games, websites, etc.

Students will learn to communicate in a variety of situations such as phone calls, grocery shopping, post office, hospital, service stations, travel, and more. While there is a certain amount of memorization, the vocabulary and grammar will be personalized as students use them in real-life situations. Instead of a workbook, we will use a writing notebook for practicing and for writing personal narratives and dialogues.

The goal is for each student to use the language meaningfully and to express him/herself authentically. This takes practice practice practice! By the end of the year, students will have increased their proficiency in each of the skills (reading, writing, listening and speaking) in proportion to the time invested practicing.

Students will be assessed frequently, both formally and informally. Performance on quizzes (announced and unannounced), tests, and quality of written work and oral presentations determine the grade.

### **SPANISH III – Debbie Asbeck**

This class focuses on consolidating prior knowledge of Spanish (i.e. what was covered in Spanish I and Spanish II), as well as learning “exceptions to the rule” in grammar and new vocabulary. Using the language will be a priority.

Some review will take place at the beginning of the year. We will read *La Gitanilla* by Cervantes, review old vocabulary and expand this base, review grammar concepts (present and preterite verbs in particular), and work on certain idiomatic expressions (by way of memorizing sentences).

Grammar topics to be covered throughout the year are:

1. Verbs: all tenses (including much work with the subjunctive).
2. Nouns, articles, adjectives, adverbs, pronouns, negatives, and interrogatives.

We will use Schaum’s *Grammar Outline* for the grammatical component of the class.

Students will be expected to read (and understand) many short stories, mostly of the fairytale genre, and a short novel, *La Gitanilla*.

Quizzes are frequent. Tests will happen every two weeks (or so); there will be an exam at the end of each semester.

Students will do a fair amount of written work—compositions, mini-compositions, group compositions, mini-dialogues—and one major paper (yes, in Spanish!).

Class participation will count for 10 % of the grade.

### **Spanish IV: Conversational Spanish – Jen Schongalla**

We’ll devote the first semester to refining and expanding vocabulary and structures, focusing on common social situations among peers (visiting a friend, making plans, cooking, shopping, dating drama, etc). In-class activities will be dialogue-based, working toward free expression as we progress. Pronunciation will be a major component of the speaking practice. Vocabulary and grammar will be embedded in the dialogues, and we’ll review major structures as we encounter

them in each lesson.

Homework will involve writing real-life-based narratives and dialogues in addition to extensive listening and speaking practice. There will be frequent assessments in the form of casual Q&A in the class, quizzes, tests and presentations. Students are expected to speak in Spanish exclusively during class.

We will also “travel” around the Spanish-speaking world, as students choose a country of focus and teach mini-lessons about food, music, sports, etc, according to personal interest.

By the end of the semester, the students will have a solid conversational ability as long as they practice daily. There are no guarantees about this without the commitment to practice.

The focus for second semester will be on using films as texts, studying and discussing a variety of issues and themes.

### **SPANISH V – Debbie Asbeck**

This class is open to students in their 5th year of study in Spanish. It is a general review of the grammar of the language. We are also reading a short novel, using it as a basis for discussion, vocabulary, and grammar review. The students are expected to know verb forms backwards and forwards, to complete a large number of exercises, to speak in Spanish in class, and to write a number of compositions.

After students take the SAT II in Spanish, we will spend most of the time with literature.

### **HIGH SCHOOL ART – Ann Saunderson**

The high school art program has a number of facets. Students are expected to keep, maintain and fill a sketchbook over the course of the year. They are introduced to and tested on the identification of various notable artists. They work in class on skills development and on open-ended projects assigned to expand their ways of thinking about the world around them and the place of art in our society. At the end of a project students critique their own work as well as that of their classmates developing analytical skills and ways to positively discuss the work of others with a newly found ‘art’ vocabulary.

Some of the skills students would work on developing are drawing, design, principals of composition, work with color and value, and an introduction to a variety of media including charcoal, conte crayon, pastel, acrylics, oil sticks, and several printmaking processes. Classes may also work with clay, plaster, and various found items that can be used in both 3D and mixed media projects.

The Art Department makes every effort to take several field trips over the course of the year. These may be to museums such as the MFA in Boston, the DeCordova Museum in Lincoln, Massachusetts, the Hood Museum at Dartmouth. One year we trekked out to Mass MoCa in western Massachusetts where we camped out for the night and visited the museum. We also go on trips to draw and paint. These have included Portland, Maine; St. Gaudens State Park in Cornish, New Hampshire; Canterbury Shaker Village; downtown Concord, and some beautiful spots locally.

At the end of the year students *may* put together a final exhibit, usually theme based, that is largely in their hands. This includes set up, invitations, refreshments, and clean up. The themes vary from fashion shows to works involving water in pools. One year we created a miniature golf course with each student designing their own hole that visitors could actually play through.

Students are encouraged to take part in several competitions and juried exhibits, but there is little pressure to do so.

Because the classes are made up of both skilled and novice artists, each student is judged on an individual basis and not in comparison to others in the class. Grades, while somewhat subjective, are based on a commitment of time and energy towards the course.

While there is no course text, students read the bi-monthly “Scholastic Art Magazine” and this year will view the new PBS series ‘Art-21,’ which provides an in-depth look at contemporary art and artists. The videos show the artists at work as well as their explanations about their creative process and why they work the way they do.

### **HEALTH EDUCATION 9-12 - Priscilla Fay**

Each course is designed to incorporate all health education goals presented by the National Health Education Standards. Philosophically, the standards form an umbrella that both provides a foundation and guides and protects each individual in their life experience. The areas included under this umbrella are: Mental and Emotional Health, Family Living, Growth and Development, Nutrition, Personal Health, Alcohol and other Drugs, Communicable and Chronic Diseases, Injury Prevention and Safety, Consumer and Community Health and Environmental Health.

The high school students will participate in a four-year curriculum carefully designed to address age-appropriate realms of physical, emotional, and mental health. Each six-week course is planned in small units that are incorporated into two three-week blocks. The students will work towards achieving a solid foundation that supports healthy choices and healthy living.

As freshman students will begin to master information. By senior year the students will have developed skills to help facilitate health in both their personal lives and their community. They will have practiced using their knowledge to lead others in choosing a balanced, healthy lifestyle. Each topic will be explored on the basis of developing enthusiasm about health and wellness and forming essential life skills.

Teaching style will include cooperative learning, discussion, personal reflection, literature, research, videos, and completion of projects. The environment will encourage open discussion, yet respect individual comfort levels, privacy, and diversity. Field trips will be arranged and professional speakers will visit whenever possible to enrich material. Quizzes or tests may be administered with the intent of insuring an appropriate level of knowledge. Students will be graded on a pass/fail basis, with 80% as a passing percentage. *Passing this course each year is a requirement.*

**Health Ed Day:** During the spring term of alternate years, the high school will all participate in a Health Education Day. This day comes in place of the three-week block of classes. This experience diversifies health education, offering both the opportunity to learn from professionals in the field of health and wellness and to share in this with all the teachers and staff in their community.

**Classroom Expectations:** As members of the class, students must respect, support, and tolerate individuality. Health education can be a sensitive topic and everyone needs to proceed with compassion for others and an open mind. Everyone should be prepared to participate within their level of comfort and work with others on group projects. Students should arrive to class on time and be prepared with all course books, pen, assignments completed, and minds rested, fed, and alert. Food, beverages, and candy are not permitted in the classroom except on special occasions.

**Extra Credit:** Students are welcome to pursue their own areas of interest.

\*\*\*All materials are available for parents to view by appointment.\*\*\*