

**Little Red School House &
Elisabeth Irwin High School**
A Leader in Progressive Education Since 1921



High School Curriculum Guide 2007 - 2008



Curriculum Guide 2007-2008

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Educational Philosophy

At LREI (Little Red School House and Elisabeth Irwin High School), we begin with the understanding that students learn best when they are directly engaged in and excited by their education. We value — and encourage our students to value — the process of learning as much as the knowledge, skill and competence that the process imparts.

LREI takes pride in an educational dynamic that is interactive, challenging and truly rewarding for its students. The curriculum unites academic and creative disciplines. Students build skills, conceptual understanding and expressive talents, while gaining a sense of self-confidence and responsibility to others. We believe that what students can do and understand, how they think, and how they work with each other form the combined measure of their education.

At LREI, children develop social moorings and intellectual habits that last a lifetime.

Progressive Beliefs in Action

LREI takes the beliefs of progressive education and sets them into action:

- Strong skills and solid knowledge bases, rigorously developed and meaningfully applied
- Excitement in learning
- Intellectual curiosity and commitment
- Collaborative participation balanced with individual challenge
- Active citizenship and community service
- Authentic, project-based work
- Care and nurturing
- An openness toward other points of view

The High School: Ninth through Twelfth Grades

Introduction

High School is probably the most memorable and exhilarating, not to mention demanding and daunting, stage of life. Students discover their voices, identify their passions and talents and formulate their purposes. A high school education is the departure point from which each young adult steps out into the world of higher education, professions, relationships and citizenship.

The LREI High School curriculum is problem-based, inquiry driven and interdisciplinary. Students can commit more quality time and energy to their studies, obtain immediate feedback from their teachers and sustain a greater sense of momentum and purpose in their academic life. Classes stress field experiences, laboratory work and research projects.

Educating for democracy is a fundamental part of our core mission. We are proud to be one of the most diverse secondary schools in New York City. Community involvement, volunteer service, active citizenship and, most of all, students taking care of one another are hallmarks of school life.

Ultimately, each of our students is a unique individual, learner and moral agent. LREI seeks to provide them with opportunities to learn and demonstrate their knowledge in ways that reflect their individuality. Our philosophy places students in a position to lead fulfilling, productive, meaningful lives and to pursue their goals with confidence and enthusiasm.

The Academic Program

Graduation Requirements

The Curriculum provides students with broad and meaningful intellectual and artistic experiences and a solid preparation in the academic skills and disciplines of knowledge that are required for admission to and success in college.

In order to earn the diploma of graduation, each year students in grades Nine through Eleven must take three trimesters of history, English, science, mathematics, foreign language and art. Twelfth Graders must take two trimesters of five academic courses and art; in exceptional cases, students may replace an academic course with an independent course of study that has

been approved by the Principal. In the third trimester, Twelfth Graders must complete a Senior Project. Eleventh and Twelfth Graders may also enroll in courses at New York University, under the auspices of the College Preview Program, with the permission of the Principal.

Distribution requirements include:

- Four years of English, history, mathematics, science, arts and physical education.
- Three years of foreign language.
- Four years of community service - 25 hours of service in grades Nine through Twelve. School service within the LREI community may comprise 10 of the required 25 hours in any given year.
- One year of technology.
- One year of Life Issues.
- Senior project, which includes a six-week internship, research journal, and presentation.

Honors Projects

Teachers offer honors in a number of disciplines in different grade levels each trimester. Projects build upon the curriculum of the class but go into a related topic in greater depth. By electing to pursue an honors project, students challenge themselves beyond the requirements of their assigned courses. Honors classes usually meet once each week, or every other week. Completion of an honors project is designated on the student's official transcript. The High School Principal reviews all Honors Project proposals.

Internships

In exceptional cases, students can work as interns for academic credit. During recent years, high school students have worked in art studios, advertising agencies, law offices and other corporate and not for profit settings. Such internships must be approved by the Principal.

NYU College Preview Program

LREI students are eligible to take college courses at New York University. Interested students should speak to the Director of College Guidance, who will announce the offerings available prior to the beginning of each semester at NYU. NYU courses are, as a rule, open only to Eleventh and Twelfth Grade students. Students who express a desire to take an NYU course must submit a statement explaining how they have demonstrated in their courses at LREI that they are ready for college level work. The High School faculty reviews all NYU College Preview Program proposals. Students who enroll in courses at NYU do so in addition to carrying a full course load at LREI. Depending on demand, students may or may not take more than one course each year.

Students do not receive college credit for NYU courses, but they do receive grades. NYU course titles and grades will appear on the LREI report card and transcript. Students may drop courses only up until a stipulated date each semester, after which the final grade will appear on the transcript.

Minimester

Minimester is devoted to a series of mini-courses – interdisciplinary, immersion experiences focusing on one topic. Each mini-course is open to all students. Members of the faculty have developed these courses around their own passions and experiences in areas that may or not be part of the regular curriculum. The 2006-2007 Minimester courses:

- From Pictures to Print: History and Exploration of Publishing
- Bollywood Musical
- Food
- Kinetic Sculpture
- Foreign Culture through Cinema
- The Sikh Faith
- Drumline
- Genealogy
- Pinhole Photography
- Crafting Pandora's Box: A Personal History
- Contemporary Art
- Finding the Self on the Page and Stage

The Senior Project

The Senior Project - a major piece of original work in the field of his or her choice - is the culmination of each student's career at the High School. The Senior Project has three components – the internship, the daily journal and the presentation. A proposal for the project must be submitted to a committee headed by the Twelfth Grade Dean, Adele Pelz, by the end of February. After Spring Break, the internship begins. The internship is a field experience that often involves professional internships and domestic or foreign travel. Students will present their project to a committee of faculty members and then to the school community in June. The Senior Project Evening, is a major event in the school year to which parents, teachers and the entire school community are invited.

Guidance

The Advisor System

Each full time teacher at the High School serves as an advisor for seven to ten students. Frequent communication is the key to promoting students' personal and academic growth. Students should seek out their advisors on a regular basis. Every morning there is an Advisory/Homeroom period. The advisor is the first and main conduit of information, in both directions, between parents and the school; they relay relevant information from parents to faculty and from faculty to parents. Advisors meet with their individual advisees as needed and with the entire group during appointed advisory periods. On Conference Day, it is the advisor's responsibility to present the assessments of all the student's teachers. Other teachers may be invited to the parent conference when warranted.

College Guidance Office

The Director of College Guidance and Associate College Counselor meet regularly with students, supervising their college selection and application process. Students take a college guidance seminar beginning in the second trimester of the Eleventh Grade and participate in a series of individual conferences to develop prospective college lists. Juniors take an SAT test preparation course in the spring, as well as several day trips to visit college

campuses. The College Guidance Seminar continues through the first trimester of the senior year, when students complete and submit their applications.

Standardized Testing Program

Each year students prepare and take a number of College Board and ACT standardized examinations:

- PSAT (Tenth and Eleventh Grade)
- SAT Reasoning test (Eleventh and Twelfth Grade)
- The SAT Subject tests in a variety of disciplines, formerly known as achievement tests (usually taken in Eleventh or Twelfth Grade)
- Advanced Placement Examinations (Usually taken in Eleventh or Twelfth Grade)

LREI helps students to develop an individualized testing plan with regard to College Board and ACT-administered standardized tests. The Director of College Guidance, in conjunction with the Associate College Counselor and the faculty, helps students identify and prepare for the SAT, SAT Subject Tests, and AP exams that best fit their college plans. Each department prepares students for SAT Subject Tests in the classroom. Additional test preparation classes are organized when there is sufficient interest. Advanced Placement Examinations are offered in May. Usually preparation for AP Exams is conducted through the review class format, which supplements regular curriculum.

Eligibility for Accommodations on College Board Tests

The criteria for special accommodations for students with disabilities are specific and rigorous. Both eligibility requirements and documentation requirements must be met for a student to be considered for extended time as stated in the College Board's Services for Students with Disabilities brochure. The documentation must state a specific diagnosis and carry an up to date evaluation with comprehensive testing by an outside professional with appropriate credentials. Parents

should contact the Director of Academic Support regarding policies governing extended time for standardized testing.

The Academic Support Program

The Academic Support Program provides students enrolled in the program with an additional level of intervention and support they require in order to achieve academic success and the personal fulfillment that comes with it. Teachers and the learning support staff work together to develop strategies to promote the academic progress of students in the program. Academic support staff meets with teachers, visit classes on a regular basis and gather information on each student's academic needs from parents, teachers, through outside evaluations and from the students themselves. The program also offers all students drop-in hours during exam week. On the basis of this review and analysis an educational plan for each student is developed. Each student in the program meets on a one-to-one basis with a member of the Academic Support staff on a regular basis.

Life Issues

High School is a transitional period when students deal with increasingly complex and challenging issues — developing their identity and values, as well as personal resources and knowledge they need to negotiate the adult world. The life issues classes provide students the opportunity to explore these complex issues in a safe, respectful environment. Each student keeps a journal, writing his or her responses to discussions about law, sexuality, gender and peer relations, self-awareness and self-esteem, substance use, abuse and dependency, diversity and social justice. Journal entries are the basis for issue processing through dialogues, unsent letters, lists and brainstorming. The class receives visits from guest speakers from outside institutions. Students in the Ninth Grade take one trimester of life issues.

Clubs and Activities

Student Government

LREI believes in giving students the greatest possible appropriate voice in the running of the school. The student government is made up of two representatives from each class. Its four officers — president, vice president, secretary, treasurer — are elected by the entire student body. The responsibilities and powers of the body are stipulated in the student government constitution — written and ratified by students and approved by faculty.

Peer Leadership

LREI supports its students in several ways, and we believe fellow students are the best supporters. Each spring, Eleventh Graders may apply to be Peer Leaders. Nine or ten are chosen, depending on the number of applicants, and they go through rigorous leadership training in late summer and throughout the fall to prepare. Peer Leaders are available for mentorship, guidance and support to all freshmen. They work individually as needed and formally with small groups every two weeks. Groups discuss a range of topics including self-esteem, decision-making, peer pressure and a variety of social issues. Peer Leaders also attend the Ninth and Tenth Grade overnight trip in late September.

Community Service

Through community service, LREI promotes core values — empathy, compassion, social awareness and civic responsibility — exposing students to the important role each person has in ensuring the success of their high school careers. Each student at the High School is required to perform 25 hours of community service in the Ninth, Tenth, Eleventh and Twelfth Grades. In addition, students develop their own connections with social service and philanthropic organizations throughout the city from soup kitchens to homeless shelters to library literacy programs to after school programs. Students may choose from scores of agencies and organizations in their particular area of interest, among them Habitat for Humanity, the Sierra Club, God’s Love We Deliver, the American Red Cross,

the United Way, Global Kids, the Coalition for the Homeless and many more. School service may account for ten hours of the total. Often students participate as guides, assistants and tutors within the school community.

The Community Service Roundtable

The LREI Community Service Roundtable, a student-driven “foundation,” identifies and makes grants to worthy volunteer activities and service organizations in the community. It builds on the High School’s long tradition of fostering volunteer service to the community, involvement with issues of economic and social justice, and service learning as a central component of the core curriculum. The Roundtable will bring together students who have distinguished themselves in the school’s community service program, working in conjunction with an advisory group made up of parents and friends of LREI.

High School Literary Magazine

The High School Literary magazine contains student’s poetry, stories and memoirs. LREI writing students get to work with nationally known authors. Guest instructors have included Bob Holman (editor, Poetry in America), Brent Staples (memoirist; member of The New York Times editorial board), Safahri Ra (nationally known spoken word artist and poet) and Owen Sheers (Welsh poet and novelist).

Performing Arts

Students participate in the jazz ensemble, chorus and annual musical and drama productions — which have won praise from generations of parents and critics alike. The jazz band and chorus perform at numerous school events and in the community.

Students of Color Mentoring Program

Members of the Students of Color Mentoring Program provide guidance and support to students of color in the Middle School. The program promotes social interaction through educational and cultural activities and responds to LREI multicultural issues.

Amnesty International

Students work with Amnesty International educators and policy experts to enhance their understanding of social justice and human rights issues around the world. The Amnesty International group writes letters, sponsors assemblies and on occasion runs one of the annual Coffeehouses.

Other

Students and teachers work together to initiate clubs, organize special assemblies and sponsor social events. Clubs cover a variety of interests — environmental action, outdoor adventures, art galleries, step team, film, Latin American cinema, chess, chocoholics club, fiber arts, and more.

LREI Abroad

Students are encouraged to travel as part of their high school education. Each of the past two years, the High School has hosted a group of students from a high school in Germany and has sent a group there; potential additional destinations are Spain, France and China.

Curriculum Summary

Arts

The arts are central to the experience of every student. LREI offers electives in seven areas of study: studio art, photography, media studies, graphic arts, theatre, dance and music. In the Ninth Grade, students go through a rotation of six-week courses in each discipline except graphic arts. They are then able to take offerings of increasing levels of sophistication during the Tenth through Twelfth Grades. Tenth Graders must take at least one course in both the visual and the performing arts.

Foreign Language

LREI offers classes in Chinese, French and Spanish. The members of the foreign language department determine appropriate placements. LREI foreign language classes help students acquire self-confidence in use of the language, emphasizing basic language

skills, conversational proficiency, study of major texts and awareness of the language's influence on cultures of the world. Students pursue interdisciplinary projects, using technology, which is integrated into all language instruction.

English

The LREI High School English curriculum demonstrates a progressive commitment to inclusion, reflection, and scholarship. Informed by its value of both analytical and creative writing, the new program emphasizes developmentally appropriate skills in expository, fiction, and non-fiction writing at various stages in the curriculum. The English faculty is dedicated to teaching a balance of canonical and contemporary texts that allows for a connection to both scholarly criticism and real world experiences. A distinct feature of our program is the appreciation of meta-cognitive or process writing; a form of writing that encourages students to reflect on their growth as both readers and writers.

The Ninth and Tenth Grade core curriculum concentrates on world and American literature respectively and lays the foundation for the analytical and research skills to be used in the upper level courses. The junior and senior elective program allows students to pursue an advanced study of literature across three different seminar categories: American literature, world literature, and writing workshop in a specific genre. Students are required to take one class in each category, with the selection of the remaining two classes left to student choice.

History

Historical studies at LREI examine the political, social, cultural and creative legacy of humanity. In history classes, students work from original documents and interpretive texts to understand how scholars construct history in all its diversity and contingency. They learn to draw on the social sciences to give theoretical perspective to the narrative record. The arts and literature and high and popular culture are integrated into the study of the past. Students are introduced in systematic ways to the analysis and interpretation of American history, European history and global history from both a chronological and a thematic perspective. Examination of such organizing themes as the territorial expansion of peoples, the rise of and conflicts between states, and the evolution

and transformation of economic systems and world-views are balanced by attention to historical actors and points of view traditionally ignored by dominant historical narratives.

Mathematics

High School students use an investigative approach, developing a robust understanding of mathematics. They study algebra, geometry, trigonometry and calculus, perfecting the problem-solving and critical thinking skills needed for mathematical competency and study of advanced mathematics. Graphing calculators are required in all classes. By the Twelfth Grade, students take calculus or data analysis. All LREI mathematics classes emphasize writing, reflection about mathematics and the interrelationships between math and the other disciplines. Students investigate real-life contexts to connect and continually reinforce fundamental ideas and mathematical habits.

Physical Education, Athletics and Life Issues

LREI offers physical education classes that are designed to help students develop lifelong habits of health and exercise. These classes are complemented by a wide and ever-growing variety of sports offerings. In addition, in the Ninth Grade, students take Life Issues, a program designed to ensure that students are able to manage their own psychological, emotional and social well-being.

Science

LREI science classes provide students with a foundation that equips them for more advanced work in the life and physical sciences. The integrated science curriculum in the Ninth and Tenth Grades combines biology, chemistry and physics. Juniors may elect to take Advanced Chemistry, Advanced Biology or Astronomy. Seniors may choose either Physics or Environmental Science. The sciences at LREI emphasize creation of hypotheses, in-depth investigation, report writing and presentation, and the ethical use of scientific knowledge.

Technology

Technology is integrated into all LREI subjects. The Tech/Media Center is equipped with computers, digital cameras, desktop video, scanners and video production and editing equipment. Students are expected to master keyboarding, word processing and other software applications — Microsoft Excel, Adobe Photoshop, HTML, Filemaker Pro and Macromedia Flash.

Curriculum By Subject

Arts

Dance

Introduction to Dance (Ninth Grade)

Introduction to dance explores dance as a universal human activity and an expression of cultural identity. Through readings, viewing live performances and videos as well as experience practicing and performing dance, students take a look at the numerous ways that dance functions historically, theatrically and non-theatrically in our and other societies.

Text: *Dancing: The Pleasure, Power, and Art of Movement*, Gerald Jonas.

Modern Dance

This course is an introduction to the basics of modern dance including technique, improvisation and dance composition. Students use this knowledge to better communicate thoughts, feelings and images through movement. Students study dance technique from several different styles of modern dance and learn to create movement of their own from a variety of sources.

Dance, Improvisation and Scoring

Students study dance improvisation, learn how to create dance scores and practice performing them. They use a variety of sources from which to inspire their improvisations. Students explore poetry, site-specific images, music, painting, sculpture and the work of other choreographers. Students unearth the common artistic themes that run through different art forms and different cultures, and manifest physically that which is presented in other forms of art. Students create original movement scores to further their appreciation of dance.

Independent Study in Dance

The independent study combines an in-depth study of the students choosing and intensive work on technique and choreography.

Drama

Theatre Shock I and II: The Shock of Recognition and Exploring the Theatrical Moment

Theatre Shock is a theatre foundation course designed for the beginning to advanced performing artist. Students have the opportunity to engage daily, in an intensive investigation into the art of theatre making. The focus of the class is the analysis of the theatrical moment. What is a theatrical moment? Artists need to learn to recognize it, deconstruct it and analyze it, in order to recreate it. Through the creation of an actor's notebook, students begin to identify theatrical moments in their daily lives. The actor's notebook serves as written evidence of the student's investigative journey. The entries, as a whole, become integrated into daily class work and inform the direction of the class.

Texts include: *An Actor Prepares*, Constantin Stanislavski; *Respect for Acting*, Uta Hagen; *The Empty Space*, Peter Brook.

Theatre Ritual: Objects, Stories & Mask

This course investigates the foundation of ritual in theatre from its ancient beginnings to today. Students look at ritual in every day life in order to examine its power and potential in the arts. In order to better understand the rich legacy, students research cave paintings, tribal dances, masks and headdresses, as well as sacred objects. Students compare ancient Greek literature and Shakespeare to more modern plays, musicals, dance, and performance art in which ritual plays a major role. New York productions such as *Metamorphoses*, *De La Guarda*, *Lion King*, *Blue Man Group's Tubes*, *Blast*, *Stomp*, *Zingaro's Triptyk* and *Cirque du Soleil* are discussed. The class visits museums and attends theatre performances.

Texts include: *The Tragedy of Macbeth*, William Shakespeare; *Improvisation for the Theater*, Viola Spolin; *Masks and Mask Makers*, Kari Hunt & Bernice Wells Carlson; *The Prop Builder's Mask-Making Handbook*, Thurston James.

Theatre Lab:

Advanced Acting and Directing

Theatre Lab is designed for the specific needs of the more advanced performing artist. "Laboratory" inquiry gives students an opportunity to engage, daily, in an intensive investigation into the art of acting and directing. Students study various acting styles and methods encompassing the totality of the actor's mental, physical and emotional skills. Students work on scenes ranging from classic plays to contemporary movie scripts. For each scene, students are able to choose between acting and directing. In this class,

students learn to understand the creative process of the actor and the director, the stages of rehearsal, and the importance of composition, space, and time.

Texts include: *Between Two Silences: Talking With Peter Brook*, Ed. Dale Moffitt; *To The Actor*, Michael Chekhov; *Great Directors at Work*, David Richard Jones; *Games for Actors and Non-Actors*, Augusto Boal.

Performance Structures: Advanced Theatre Topics

In order to take this elective, students must have already taken at least two drama foundation courses and have performance experience. Advanced students engage daily in an intensive investigation into the art and structure of performance. Students study various short plays and one acts. They analyze the plays' dramatic structure, character development and performance choices. The class eventually selects one of the plays for performance. A Performance Structures Journal serves as written evidence of the performer's investigative journey. The entries consist of personal reflections, concepts, ideas, scenes, monologues, play critiques, character biographies and finally, the history, criticism, and structural analysis of the play selected for final study and performance.

Texts Include: *How to Read a Play*, Ronald Hayman; *Systems of Rehearsal*, Shmoit Mitter; *The Bear*, Anton Chekhov; *Waiting for the Bus*, Ramon Delgado; *Spreading the News*, Lady Gregory; *Enemy of the People*, Henrik Ibsen; *The Chairs*, Eugene Ionesco; *A Kind of Alaska*, Harold Pinter; *No Exit*, Jean Paul Sartre; *Something Unspoken* and *The Glass Menagerie*, Tennessee Williams.

Independent Study in Theatre

Advanced students may design an independent course of study with the instructor.

Theatre Productions

There is one major production each year. The public is welcomed to the school's theatre productions. Recent productions include *The Miser* by Moliere, *The Tempest* by Shakespeare, and *The Oresteia Cycle* by Aeschylus.

Graphic Arts

Graphic Design

The goals of this course are to investigate the main ideas inherent to graphic design (Perception, Balance, Flow/gestalt, Position, Typography, Color), to obtain some skill in the tools of graphic design and to apply these skills and ideas in the creation of student projects. The main design tool used is the Adobe

Creative Suite (Illustrator, Photoshop, InDesign and GoLive). Students explore graphic design for print and electronic media.

Animation and Game Design

Video game artists have developed compelling and thought provoking works ranging from the political satires that offered an alternative perspective on the recent presidential campaign to large works encompassing virtual worlds such as America McGee's Alice and Rand and Robyn Miller's Myst. This course explores these ideas and develops skills to make and design games. To create games, one needs to develop visually and aurally appealing space, design an interface to that space and develop a story or situation that compels someone to interact with that space. Students use tools such as Macromedia Flash and Blender to create the game space and its interactivity. Tools such as Adobe Photoshop, Adobe Illustrator and scanned paint/pen/charcoal works are also used to provide the look and feel of the games.

Media Arts

Introduction to Filmmaking - Basic Film Technique (Ninth Grade)

In this course, students explore basic film language and learn where to put the camera, when and why. Students ask, and answer, the following questions: What is a "shot"? What can it do? How can you, the director, manipulate your audience in the way that best serves the story YOU want to tell? Each student makes two films: one single-shot film and one multiple-shot film. Each film must have a clear beginning, middle and end (though the subject matter is up to the student), and must be from one to three minutes long. Students work in crews and shoot on high quality, 3 CCD Sony digital video cameras. They edit their projects on Final Cut Pro, a Macintosh-based editing program.

Advanced Filmmaking - Beyond the Basics

This is a course for those who have already taken at least one filmmaking class. Students explore filmmaking techniques that go beyond basic shot manipulation. Students have an opportunity to make a number of short films, working in crews of three to four students each. While mastering continuity filmmaking is an important part of this course,

students are encouraged to develop their filmmaking skills beyond this. Experimental editing and montage are just some of the techniques explored.

Basic Screenwriting - Understanding Structure

Why is Aristotle important? Who is Joseph Campbell? Do rules and formulae really matter? What is proper script format? Should you use voiceover narration? How do you write visually? Students ask and answer these and other questions as we explore the basics of dramatic structure as it applies to the film medium. Students watch film clips to see what others have done, both with and without success. Each student writes at least one complete short film script for a five-minute movie. In addition, time permitting, students attempt to film their script, using their classmates as crew.

History of Film - An Overview of World Cinema

Were silent movies silent? Did Sam play it again? Did Mookie do the right thing? And what was George Lucas thinking? Students find out as they watch movies made from 1895 to the present. Students watch films from Hollywood, Brooklyn, Beijing and beyond; students learn how to watch movies, and they learn how to comment on them. There is required reading for the course, as well as a weekly one-page written film review on one of the films seen in the class.

Acting for Film - The Life in Front of the Camera

Is acting in a movie any different from acting on a stage? What is one's motivation? How does one prepare for a role so that a filmmaker can shoot a movie out of order and not lose one's way? Students explore these and other questions in this course as they study the life of the actor, as it exists on camera. This is a course for those who love the stage but are inexperienced on film.

Documentary Filmmaking

In this age of "reality TV," the art of the documentary is in flux. What is real and what is fiction? In addition, what does "real" actually mean? How can you tell? This is a course in which students study the methods behind the great documentaries of our time and before, and then make a documentary (or two) of their own. Working in crews of two to

three, each student chooses a subject that interests them, researches it, and films it using high quality 3 CCD Sony digital video cameras.

Music

Introduction to Music (Ninth Grade)

This course introduces students to music history, theory, composition, and performance within a small ensemble. The course is open to instrumentalists and non-instrumentalists. The focus is on developing musicianship and improvisational techniques. Students compose and arrange their own music for a performance at the end of each trimester. Frequent field trips expose students to the rich world of music at Lincoln Center, Juilliard, and the Mannes College of Music.

Advanced Music

This class is for musicians who are interested in improving their improvisational skills while continuing to develop their musicianship and their knowledge of music theory. Students have frequent opportunities to learn from professional musicians in special master classes.

Individual and Group Lessons

Lessons are offered for beginners in piano, string and percussion instruments. Lessons for intermediate musicians in most instruments are also available.

Jazz Band

All instrumentalists are welcome to join the El Jazz Band — with special emphasis on drums, bass, guitar, keyboard, sax and brass. Students are encouraged to write their own lyrics or music. The group's repertoire includes blues, jazz, representative hits from the 50's up to the present, and original songs. The group performs throughout the year for the school community and whenever possible at other schools, arts festivals, and community events.

Music Production

Advanced students may develop independent programs in instrumental music, composition, arrangement, and music history. Independent studies in music may be pursued in conjunction with the Media Lab, which will contain digital technology for music recording

and mixing and editing equipment for music and film. The lab is equipped with Macintosh G4 computers, Pro-Tools and other advanced software.

Independent Study

Advanced students may develop independent programs in instrumental music, composition, arrangement, and music history. Independent studies in music may be pursued in conjunction with the Media Lab, which contains digital technology for music recording and mixing and editing equipment for music and film. The lab is equipped with Macintosh G4 computers, Pro-Tools and other advanced software.

Photography

Introduction to Photography (Ninth Grade)

This course teaches basic photographic principles and camera techniques. Students learn how exposure, depth of field, composition and lighting can affect the reading of a photograph. In addition, students also learn fundamental darkroom skills such as film developing, printing, and techniques of print manipulation (cropping, dodging and burning), and the use of variable contrast filters. A portfolio of at least ten mounted and finished prints is required.

Photography II

This course focuses primarily on the development of each student's photographic style. Students have the opportunity to experiment with various camera formats and learn advanced studio and darkroom techniques through class projects and demonstrations. Emphasis will be placed on ongoing personal projects. By the end of the course, each student will have created a portfolio of related photographs using the techniques and subject matter of his or her choice.

Practicum in Advanced Photography

This class is designed to prepare advanced students for study at the college level.

Studio Art

Introduction to Studio Art (Ninth Grade)

This overview of the studio art program presents students with some of the materials and visual options available to them in the studio. Drawing from observation prepares students for all kinds of visual work, helping them to better express their creative ideas. Students study color theory through color exercises and, working with acrylic paints, they tackle both observed and imaginative subject matter. The studio uses artists' materials; they learn how to best choose the tools for their artwork. Through a series of short projects, students study drawing and painting, collage, printmaking and sculpture.

The following topics are included within the Tenth, Eleventh and Twelfth Grade Studio Art classes:

Drawing and Painting

This class introduces students to the various elements of drawing and painting. Students draw from models in the studio and frequently take their materials outside to draw from their immediate environment. Students learn how to stretch paper and canvas, how to prepare surfaces and how to put materials to best use. The connection of the students' work to the history of art is emphasized. There are frequent gallery trips and their work is always on exhibition within the school. Students are expected to keep a current portfolio of work.

Advanced Painting

This class is for students with the skills, experience and desire to do advanced work in the art studio. Areas to be studied include the use of glazes and other media, alternative painting surfaces, light in painting, the human figure in painting and observed and imaginative drawing. There is an emphasis on art historical sources and study of individual artists and art movements. Students use sketchbooks and keep a portfolio.

Printmaking

This course is suitable for both beginners and students with some experience of the techniques offered. These techniques include monoprints, collagraphs, silkscreen, block printing and engraving. Projects include printing on fabric and paper, combining the printed surface with both painting and sculpture

and handmade books. Preparatory drawing work is emphasized and students are encouraged to experiment with the available techniques.

Sculpture

In this course, students work on sculpture as well as other 3-dimensional formats. Students create fine art and functional objects. Materials include clay, plaster, paper, cardboard, fabric papier-mache and found objects. Simple casting and mold making are introduced. The use of the maquette and drawing for 3D augment the students' spatial experiences.

English

English 9: World Voices, Individual Stories

Ninth Grade English is a world literature course with a particular emphasis on the structure and development of the essay. Students read world literature texts that span genre, time, and region and examine how individuals define their experiences through narrative. Of particular importance is the development of close reading skills. Close reading entails a thoughtful unraveling of the meaning of the texts we study throughout the year. Students are required to annotate their texts with a system of highlighting, underlining, asterisks, notes in the margins, and post-it flags. Another integral part of the course is the development of formal analytical writing skills including planning, drafting, peer reviewing, proofreading, and editing.

Texts include: *Krik? Krak!*, Edwidge Danticat; *Antigone*, Sophocles; *A Raisin in the Sun*, Lorraine Hansberry; *Macbeth*, William Shakespeare; *In the Time of Butterflies*, Julia Alvarez; Latin American Poetry.

English 10: The American Dream

English 10 examines the various literary movements of America and the pivotal historical moments from which they emerge. Students read a broad range of texts that span genre, time, and region and address how each text reflects the many permutations of the American Dream. Although this is a survey course, students focus on works that speak to each other, that share common concerns, themes, techniques, and other elements that make this literature uniquely American. Specifically, students consider the themes of community and exclusion, tradition and reinvention,

ambition and failure. This course builds on the reading and writing skills emphasized in English 9 and focuses on the development of research skills.

Texts include: *The Things They Carried*, Tim O'Brien; Native American Short Stories and Poetry; *The Scarlet Letter*, Nathaniel Hawthorne; *Incidents in the Life of a Slave Girl*, Harriet Jacobs; "Song of Myself", Walt Whitman; *The Great Gatsby*, F. Scott Fitzgerald; *Cat On a Hot Tin Roof*, Tennessee Williams; *The Bluest Eye*, Toni Morrison

Eleventh and Twelfth Grade Electives

During Eleventh and Twelfth Grade, students take five English electives across three different seminar categories: American literature, world literature, and writing workshop. Students are required to take at least one class in each category, with the selection of the remaining two classes left to student choice.

American Literature

- Art and Politics: Toni Morrison
- Classic American Literature
- Dangerous Language
- Latino/a Literature: Voices of the 20th and 21st Century
- The Literature of New York City
- Queer Identities: Gay and Lesbian Literature

World Literature

- Girls Gone Wild: Gender and Madness in Dramatic Texts
- Journeys and Transgressions: Travel in Literature
- Once Upon a Time: Fairy Tale Literature across Culture and Time
- Shakespeare Revisited
- Monsters and Misfits in Literature

Writing Workshop

- Creative Writing: Short Fiction
- Discovering the Self: Writing Memoir and Personal Narrative
- Journalism
- Playwriting: From Page to Stage

American Literature

Art and Politics: Toni Morrison

Toni Morrison is one of the most celebrated and honored American novelists of this as well as the last century. Winner of the 1993 Nobel Prize in Literature, Morrison's artistic and political enterprise is to give voice to the silence of the African-American experience. The first half of this course focuses on two major novels: *Beloved* and *Sula*. These novels challenge students to examine Morrison's complex use of language, memory, and imagination. Both of these novels also ask students to analyze how race, class, gender and sexuality inform black consciousness, especially in terms of motherhood and female friendship. At the same time, Morrison asks readers to consider the implications of black masculinity. The second half of the course explores Morrison's essays ranging from her Nobel Prize in Literature acceptance speech, to her commentary on the heated debate about the literary canon, the Anita Hill vs. Clarence Thomas hearings, and the O.J. Simpson trial.

Classic American Literature

This course focuses on classic American prose writing of the 19th and 20th centuries. The classical literature of any culture reflects – and itself creates - the culture from which it springs in aesthetically powerful ways: its hopes, dreams, possibilities and myths, as well its deceptions, tensions, hypocrisies and contradictions. Classic American literature wrestles with the unprecedented range and contrasts, and the often violent intensity, of the American experience. In this class students track the evolution of the American literary imagination as it grapples with issues of race, class, gender, multiculturalism, industrialization, urbanization, and mass society. Students observe how American writers have reacted to and interpreted the tumultuous events of American history, and, in effect, have written its cultural history.

Texts include Mark Twain's *The Adventures of Huckleberry Finn*, Sherwood Anderson's *Winesburg, Ohio*, Charlotte Perkins Gilman's *Harland*; John Steinbeck's *The Grapes of Wrath*; Nathaniel West's *Miss Lonely Hearts*; EL Doctorow's *The Book of Daniel* and Kurt Vonnegut's *Slaughterhouse Five*.

Dangerous Language

Throughout history, societies have repressed, censored, and banned books perceived to be "dangerous" or controversial due to their provocative subject matter, political extremism, or incendiary language. This interdisciplinary course studies some of these "dangerous books" while also exploring broader issues

of free speech, censorship, and the language-power dynamics at LREI and beyond. Readings include works of fiction and drama from different times and cultures as well as notable First Amendment cases and current events related to free speech issues.

Texts may include *Lolita* by Vladimir Nabokov, *The Color Purple* by Alice Walker, *Slaughterhouse Five* by Kurt Vonnegut, *Satanic Verses* by Salman Rushdie and others.

Latino/a Literature: Voices of the 20th and 21st Century

This course examines the rich legacy of writing by Latinos/as in the US. Students explore how writers explore issues such as race, class, gender, ethnicity, sexuality, language and religion. Of particular concern to these writers are questions pertaining to cultural identity and political consciousness. Discussions about Latinidad, Latino/a vs. Hispanic, and the economic, social and political rise of Latinos in American popular culture as well as in urban, suburban and rural communities frame the beginning portion of the course. The course also focuses on a variety of literary texts that include poetry, plays, memoir, fiction and cultural criticism. Writers may include: Reinaldo Arenas, Gloria Anzaldúa, Ana Castillo, Junot Díaz, Cherríe Moraga, Aurora Levins Morales, Miguel Piñero, Nelly Rosario, Caridad Souza, and Piri Thomas. Films and possible trips to INTAR, the Puerto Rican Traveling Theatre, and El Museo del Barrio may also be included.

The Literature of New York City

By the mid-nineteenth New York City was already becoming the largest and most complex agglomeration of peoples ever to gather in one place. Most major American writers have lived and worked, for at least part of their lives, in the New York – and by engaging imaginatively with it, they have essentially reconnoitered the modern experience. By the turn of the twentieth century, New York became one of the major sites of literary modernism's birth. Students examine various texts - fiction, poetry, reportage and non-fiction - in which this imaginative effort found expression. Students explore the intersecting contours of class, race, culture, art, sexuality and ethnicity that historically have informed New York's social and cultural terrain and illuminated its evolving politics and imagination. Authors include Herman Melville, Henry James, Walt Whitman, Stephen

Crane, Michael Gold, John Dos Passos, Edith Wharton, James Baldwin, Langston Hughes, Allan Ginsberg, E.L. Doctorow and Tom Wolfe.

Queer Identities: Gay and Lesbian Literature

This course examines the significant legacies of twentieth and twenty-first century writing by lesbian, gay, bisexual, and transgender writers in the US and abroad. Students explore how some of these writers use the intersection of race, class, gender, ethnicity and sexuality as a starting point for powerful storytelling. Other writers use magical realism and history to explore these same themes. Students also look at how identity informs literary, artistic, and political vision. Close readings of a variety of literary texts include poetry, plays, memoir, and fiction. Authors may include Dorothy Allison, Gloria Anzaldúa, Reinaldo Arenas, James Baldwin, Leslie Feinberg, Lillian Hellman, Tony Kushner, Audre Lorde, Cherríe Moraga, Oscar Wilde, Jeanette Winterson, and Virginia Woolf.

World Literature

Girls Gone Wild: Gender and Madness in Dramatic Texts

Cassandra, Medea, Ophelia, and Hedda—what do these women have in common? Misunderstood, betrayed, and oppressed, they are driven to madness—and often to violence—by the men in their lives. Or, perhaps, is it the male characters in these plays who suffer mental imbalance due to the brutality and treachery of their wives, lovers, and mothers? In this course, students read dramatic works from classical, Elizabethan, and contemporary playwrights and explore the relationship between love, sex, gender, and society. Students are required to read plays and theater criticism and respond to the readings through analytical and creative writing and performance.

Texts may include Euripides' Medea, Shakespeare's Hamlet, Ibsen's Hedda Gabler, David Auburn's Proof, as well as works by Aeschylus, Aristophanes, Shaw, Brecht, Miller and others.

Journeys and Transgressions: Travel in Literature

From classical epics to modern day quest narratives, travel has been a major component of the books we read and the stories we tell. In this world literature course, students explore both traditional and non-traditional notions of the travel narrative, with a particular emphasis on transgressive journeys—journeys in which people cross geographic, personal, and/or societal boundaries. The course also explores

the themes of imperialism and the search for one's personal and cultural identity. Reading of the major texts is supplemented by works of literary criticism, film, poetry, and fairy tales.

Major texts may include: Joseph Conrad's Heart of Darkness, Toni Morrison's Song of Solomon, Voltaire's Candide, Marilynne Robinson's Housekeeping, Piri Thomas' Down These Mean Streets, and others.

Monsters and Misfits in Literature

Monsters and misfits have been widely depicted in literature and art throughout the ages. In this world literature course, students examine characters that live outside the “norm”, who deviate from the expectations or boundaries of society. Students explore the depiction of these “monstrous” characters as both outcasts and heroes and how they emerge out of cultural fears, anxieties, and fascinations. Students discuss how characters are shaped and misshaped by the forces of conformity and exclusion. Other themes for discussion include ideals of beauty, appearance, religion, race, sexuality and gender.

Possible authors and texts may include Mary Shelley's Frankenstein, Barbara Chase-Riboud's Hottentot Venus, Franz Kafka's The Metamorphosis, and William Shakespeare's The Tempest. In addition, students read selections from children's books, folktales, and fairy tales.

Once Upon a Time: Fairy Tale Literature across Culture and Time

Fairy tales are not just for children—in fact, many of them were never intended for children at all. In this course, students look at multiple variants of tales found across the world and work together to define the genre. Students also examine the move from oral to literary versions and how writing the stories changed them. Students move from the oldest known variants to the “clean” nursery tales of the Victorian period to the Disney versions and finally back again with retold and fractured contemporary versions; focal stories include Sleeping Beauty, Cinderella, and Little Red Riding Hood. Students read tales and criticism as well as at least one novel. Students look at fairy tales in print, film, and stage and assignments range from short papers to writing original tales. Contemporary authors may include Jack Zipes, Angela Carter, and Robin McKinley among others.

Shakespeare Revisited

William Shakespeare is an author that appears on virtually every high school English syllabus and his plays are performed by countless young actors each year. To what can we attribute Shakespeare's great

fame and lasting popularity? How have “the Bard’s” plays been able to survive centuries of reading, performance, and unceasing analysis? In an attempt to answer these and other questions, this course will explore issues of concern to Shakespeare’s audiences from his time to ours -- love, sex, gender, power, politics and psychology – through close textual examination of a few of Shakespeare’s plays. These dramatic readings are supplemented by works of literary criticism, performance studies, and contemporary fiction. Students also experience the plays from the perspective of the actor and director, as they perform scenes in class and watch various stage and film adaptations. Students write a series of critical essays and responses to the works and complete a major independent project at the end of the trimester.

Readings may include: *Taming of the Shrew*, *The Merchant of Venice*, *Othello*, *King Lear*, *A Thousand Acres*, and others.

Writing Workshop

Creative Writing: Short Fiction

In this course, students learn the craft of short fiction primarily through their own writing, but also through the reading and discussion of published works. Throughout the trimester, students work on writing and revising several original pieces with attention to character, dialogue, voice, perspective, setting, conflict, and form. The class is conducted workshop style: students regularly share and respond to each other’s work. Peer review forms a crucial part of the revision process and leads students to revise their own work in a meaningful way. The process of writing and sharing is necessarily a personal and often challenging one. Thus, students are required to respect the risks that classmates take in their writing. Authors may include: Anne Lamott, Jhumpa Lahiri, George Saunders, Grace Paley, James Baldwin, John Updike, Ernest Hemingway, Raymond Carver, Bharati Mukherjee, Flannery O’Connor, Denis Johnson, J.D. Salinger, Toni Cade Bambara, Gabriel Garcia Marquez, and ZZ Packer.

Discovering the Self: Writing Memoir and Personal Narrative

This course is designed for students who enjoy or want to discover the challenges and rewards of writing memoir and personal narrative. Students follow a writing workshop format to allow students to read aloud and respond to each other’s work with the goal of finding our voices on the written page. Each class member is required to write and share

during each session. Sharing will be conducted “Quaker style,” meaning that no one person will be directing discussion; instead, all members are invested in leading workshops. Since personal narrative and memoir writing requires students to explore memories and imagination, taking risks with sharing life stories for the purpose of creating honest, meaningful pieces is essential. Texts and excerpts by professional writers also serve as a springboard for exploring student lives and experiences.

Journalism

Good journalism transcends mere reporting. Although getting the facts—and getting them right—remains the first principle of journalism, a successful print journalist is first and foremost a good writer. While the fiction writer can create his or her own scenarios, the journalist faces the constant challenge of making the truth compelling. In this course, we will begin to meet this challenge. Students begin with an overview of the topic, exploring the history of journalism, the role of the media in today’s society, and the vital issue of journalistic ethics. After this, students turn to our primary focus: the craft of journalistic writing. Students spend most of our time writing, sharing, and editing stories culled from the daily life of LREI. Each student spends two weeks assigned to a specific “desk”: news, sports, features, or arts. Each section is responsible for developing, reporting, writing, and editing its own stories, with occasional input from the students in other sections and the teacher. In the final two weeks, students choose an area of specialty and write their final articles, which will be submitted to The Charlton Label, LREI’s school newspaper.

Required texts: *Journalism Today*, by Donald Ferguson and Jim Patten; *The New York Times*.

Playwriting: From Page to Stage

This writing workshop course introduces students to basic concepts of writing for the stage. Through reading a variety of dramatic texts, from classical to contemporary, students learn to identify and analyze various aspects of the playwriting form—characterization, dialogue, plot and setting, conflict, stage directions, and dramatic conventions. Students then demonstrate their knowledge of these elements through writing analytical pieces as well as original monologues, scenes, and short plays. The class is conducted workshop style: students regularly share and respond to each other’s work. Peer review and class readings form a crucial part of

the revision process. The course culminates with a “Playwrights Showcase” in which students perform and comment on each other’s original scenes.

Foreign Language

Chinese

Chinese I

During the course of the first year, students use the primary textbook, *Chinese Made Easy: Book I*, which is divided into five units with end-of-unit tests for each. Supplemental materials, including Tang poetry, classical quatrains, pictograms, calligraphic studies and other cultural explorations, are introduced. The class stresses both spoken and written Chinese with particular emphasis on acquiring basic listening and speaking skills based on contemporary Mandarin usage. The students master 250 Chinese characters, and in order to establish a solid foundation for future learning, particular emphasis is placed on mastery of the 54 radicals, which are an essential prerequisite for using a Chinese dictionary. Emphasis is also placed on the artistry of creating Chinese characters. Students learn about Chinese culture through the study of history, politics and art, and through frequent trips to Chinatown and to Chinese cultural centers throughout the city.

Chinese II

In the second year, students use *Chinese Made Easy: Book II* as the primary textbook. After review, students move on to cover colors and clothing, weather and holidays, hobbies, student’s daily life, school subjects and communication standards. Supplemental materials and activities such as calligraphy, and various units exploring aspects of traditional and contemporary Chinese culture not touched upon during the first year, are introduced. The class continues to stress both spoken and written Chinese, listening, and speaking skills based on contemporary Mandarin usage. Students master an additional 350 Chinese characters, and add to their mastery of the radicals, which allows them to begin to use a Chinese dictionary. Further, “written style” Chinese is introduced to the students so they can begin to understand the distinction between written and spoken Chinese.

Chinese III

In the third year, students continue with *Chinese Made Easy Book II* as the primary textbook and then move on to *Book III*. Conversation subjects facilitate their capacity to communicate in contemporary Mandarin. Students continue to gain knowledge and understanding of Chinese culture and develop further insight into the nature of the language. They learn how to converse about hobbies and Chinese holidays, school schedules, school subjects, and the body and cultural comparisons between East and West. Supplemental materials and activities include explorations of traditional and contemporary Chinese culture through documentary film, visits to Chinese cultural events and exhibitions, internet research, and presentations. Typing in Chinese is introduced. The student’s dictionary skills are improved as well as writing in paragraph form. Students are introduced to 350 new Chinese characters.

French

French II

This course is an introduction to all skills. The grammatical structure of the language is stressed, along with the development of vocabulary, reading, writing and simple conversation. Equally important is the goal of acquiring confidence while using the language. Students are introduced to the present, past, future and conditional tenses. Grammar, verbs and thematic vocabulary serve as the basis for creating stories and dialogues. Students also study the geography of France, Paris, and francophone nations around the world.

Texts: Amsco I, II, Premier Livre. Bon Voyage (cultural activities), Heinle and Heinle. Exploring French, EMC, Le Monstre Dans le Metro and selected readings

French III

The main objective of this course is to provide a solid foundation in the basics of all language skills—speaking, writing, reading, and grammar, and listening comprehension—with a strong emphasis on conversation. The tenses covered include, present, passé compose, imperfect, and conditional. The students are introduced to the subjunctive and begin to use it in their writing and speaking. Adjectives, adverbs, nouns, pronouns, negation and idiomatic expressions are also covered. Students are exposed to French literature and culture through selected short stories, poetry and texts. Frequent writing assignments

and oral presentations are required. Students also study, research, write about, and present projects on major artists and French Impressionism.

Texts: Amsco Workbook level III, *Deuxieme Livre. Le Vol de la Joconde (cultural reader)*, *Le Mystere des Faux Billets*, Amsco.

French IV

French IV is a synthesis of all language skills – speaking, reading, writing and grammar – with strong emphasis on conversational fluency. Students are expected to achieve a solid understanding of the structure of the language along with the ability to express themselves competently in French. Grammar is studied and reinforced orally in class. Compound tenses, the indicative and subjunctive moods along with personal pronouns, are studied in depth. Frequent writing assignments and oral presentations are required. Students research, write about and present projects on the French provinces and are introduced to French literature.

Texts: Amsco IV, *Troisieme Livre. Le Vol de la Joconde*, Amsco.

French V

Students explore the use of spoken French through a variety of everyday life situations in this advanced course. Students continue to develop their knowledge of grammatical usage, verb tenses and moods, idiomatic expressions, conversational fluency, reading comprehension and vocabulary. There are regular reading and writing assignments, along with literary analysis. Students explore the history and culture of the French Caribbean, and have the option of preparing for the AP Language Exam.

Texts : *Connaissances et Reactions*, Prentice Hall, *Le Subjonctif Par La Conversation*, (Halpern, Laboudigue, Duverger), *Literature Moderne du Monde Francophone : Une Anthologie*.

Independent Study in French Literature

Following the student's interests, this independent study chooses a period of French and Francophone literature and conducts an in-depth study, emphasizing critical analysis and interpretation in reference to the historical and cultural context of the times. Examples of areas of concentration include: Les Philosophes: Diderot, Montesquieu, Pascal and Montaigne; The Romantics: Hugo, Chateaubriand, Stendhal and Musset; The Realistic Novel: Balzac, Flaubert and Zola; 19th Century Poetry; Baudelaire, Verlaine, Rimbaud, Mallarme; Litterature Engage: Sartre, Camus, Malraux; 20th Century French Theatre; La Femme Dans la Litterature Francaise.

Spanish

Spanish I

The goal of this course is the development of competency in listening, speaking, reading and writing -moving from simple phrases and sentences towards complex paragraphs and then on to cohesive essays. Emphasis in class is placed on conversation and comprehension, as well as on intensive development of basic vocabulary and grammar, including verb conjugation and usage in the present, preterit imperfect and future tenses. Students are introduced to Hispanic culture and an appreciation for diversity and vitality of the Spanish-speaking world. The final project will be on Spanish and Latin American music.

Texts include: Amsco Review text in Spanish, by Stephen L. Levi and Robert Nassi; *Cosas que pasan (Myths and Folklore)*, Edelsa; Selected readings.

Spanish II

This course is a general review of all language skills - listening, speaking, reading, writing- with an emphasis on grammar, vocabulary, and conversation skills. Grammar is reinforced with literary analysis and the study of short stories. Nouns, pronouns, adjectives, adverbs, articles, prepositions, negatives words, exclamations, verb phrase/usage, and verb tenses: present, preterit imperfect, present perfect, pluperfect, future, and commands, are studied. There is intensive study of Hispanic culture and Spanish speaking communities around the world. The final project will be on Spanish and Latin American painting.

Texts include: Amsco Review text in Spanish, by Stephen L. Levi and Robert Nassi; *España Cuenta (Short stories)*, Edelsa; Selected readings.

Spanish III

This course develops a strong practical foundation in the language by reviewing language skills - listening, speaking, reading and writing- and placing an emphasis on conversations skills. Grammar is studied and reinforced with literary analysis and the study of short stories. It includes the study of prepositions, conjunctions, adverbs, and verb tenses: present perfect, pluperfect, future perfect, conditional perfect, present subjunctive, imperfect subjunctive, present perfect subjunctive, past perfect subjunctive, and passive constructions.

Frequent writing assignments, journal entries, and oral presentations are required. The final project will be on Spanish and Latin American cinema.

Texts include: Amsco Review Text in Spanish, by Stephen L. Levi and Robert Nassi; *America Latina Cuenta* (Short stories), Edelsa; Selected reading.

Spanish IV

This course continues to strengthen oral communication and reading comprehension skills while reinforcing grammatical knowledge. Emphasis is placed on the use of idiomatic expressions from around the Spanish-speaking world. Writing and research skills are also developed through looking at a selection of Spanish and Latin American artists and poets, including Dalí, Picasso, Velázquez, Rivera, Kahlo, Lam, Botero, Machado, Paz, and Neruda. Frequent journal entries improve writing skills and serve to collect information for a final research project on an artist of choice.

Texts include: Amsco Review Text in Spanish, by Stephen L. Levi and Robert Nassi; *Cosas que Pasan* (Myths and Folklore), Edelsa; Selected reading.

Spanish V

This course is intended for students who have a strong background in vocabulary and grammar, and emphasizes increasing command of grammatical usage, idiomatic expressions, conversational fluency and the use of verb tenses and moods, including the conditional and the subjunctive. Designed for students who want to achieve and demonstrate fluency in the language, major emphasis will be placed on Hispanic culture through a variety of authentic materials, such as journals, videos, literature, and films. Authors read include García Márquez, Rulfo, Neruda, Borges, Cortázar, Mistral, Cela, Matute, and Lorca.

Texts include: Amsco Review Text in Spanish, by Stephen L. Levi and Robert Nassi; *A escena!* (Short plays/dramatizations) Edelsa; Selected readings.

Independent Studies in Peninsular and Latin American Literature

Peninsular Literature

- The Golden Age: *Don Quixote*, Cervantes; *The Galatea*, Lope de Vega; *Life of the Windler*, Quevedo.
- The Generation of 1898: *The Tragic Sense of Life*, Unamuno; *The Tree of Knowledge*, Pio Baroja; The Poetry of Antonio Machado.

- Lorca and the Generation of 1927: *The House of Bernarda Alba*, Garcia Lorca; The Poetry of Garcia Lorca, Rafael Alberti and Miguel Hernandez.

Latin American Literature

- The Poetry of the 1800's: The Poetry of Ruben Dario, Ferderico Gamboa and Jose Marti.
- The Early 1900's: The Poetry of Gabriela Mistral; *The Violent Land*, Jorge Amado; *Dona Barbara*, Romulo Gallego.
- The 'Boom' Generation: *One Hundred Years of Solitude*, Garcia Marquez; *The War of the End of the World*; *Vargas Llosa*; *Hopscotch*, Julio Cortazar.

History

Required Courses

The Making of the Modern World (Ninth Grade)

The Making of the Modern World is a year-long course required of all LREI students. The central theme of the MMW is social justice and the development of a global understanding of human rights. The course is designed to encourage students to think historically, comparatively and in an interdisciplinary manner about the Western and non-Western cultures covered in MMW. Disciplinary perspectives include those from literature, history, philosophy, anthropology, sociology, political science and the fine arts. Students interpret primary documents and artifacts from diverse eras and cultures, and enhance their understanding with information from secondary sources.

Topics in American History (Tenth Grade)

This year-long course begins with the settlement of the Americas and follows the development of the British colonies through the period of the American Revolution. Great emphasis is placed on the Constitution and the early national period. In the 19th century, the focus is on the story of an expanding people and an expanding economy. Topics include: Manifest Destiny, the Mexican-American War, the annexation of Texas, the 1850's and the prelude to war, the Civil War

and Reconstruction, Urbanism, Industrialism, and immigration, the Spanish-American War and the emergence of America as a world power. Topics in 20th century American history are: the Progressive era (1914 – 1920); World War I; the 1920's and the Jazz Age; the New Deal and the Depression; World War II and the Cold War; Martin Luther King Jr., Malcolm X and the Civil Rights era; Korea, Vietnam and the Gulf War I & II.

Gotham – The Global City (Eleventh Grade)

Students analyze continuity and change in the history of New York City from its colonial beginnings to the global city of today. Approaches to understanding Urbanism will be intensive fieldwork, readings in scholarly literature, fiction and journalism, and primary source work in municipal records and original newspapers. Attention is given to the successive episodes of population influx, technological and institutional growth, political and institutional change, and the evolving national and international context - through which New Yorkers have pursued and defined the American Dream. Topics include: the revolutionary city, the rise of the port of New York, immigration and industrialization, the Greenwich Village-Harlem Renaissance, the rise of the suburb and the decline of the central city, the city as command and control center of American corporate culture and the gentrified city. The course will conclude with an examination of the contemporary city, exploring urban poverty, race, de-industrialization and the post-September 11 economic, social, and cultural environment.

Electives (Eleventh and Twelfth Grades)

Wealth and Poverty: The American Economy in the 21st Century

Economics is the study of how people satisfy their needs and wants through the activities of production, consumption and exchange. These economic activities require the allocation of time, energy and scarce material and financial resources. This course introduces the discipline of economics, including both microeconomics and macroeconomics. Students also develop an understanding of how economic principles and analysis is used to study social problems and issues. Topics include supply and demand, comparative advantage, inflation, unemployment,

economic growth, money and the banking system. Students complete daily assignments and maintain a consistent grasp of current events.

20th Century Europe

At the opening of the 20th Century, Europe had reached a zenith. Its colonial possessions covered much of the world. Investments and trade made its prosperity unparalleled. Its culture set the standard in music, art, literature, sculpture and science. After the defeat of Napoleon in 1812, European conflicts/wars were brief and localized. By the late 1940s, however, much of Europe lay in ruins, after two disastrous world wars. Its empire was lost. Cold War came fast on the heels of the defeat of Fascism. The nuclear threat loomed despite renewed prosperity. Symbolically, the tearing down of the Berlin Wall in 1989 reunited Eastern and Western Europe. This course examines the wars, the emergence of communist Russia and Nazi Germany. Students evaluate Europe's role in the emerging 21st Century.

Introduction to Law

This course introduces students to the origins of our legal system and to the judicial branches of the governments of the United States and the State of New York. Students examine both civil and criminal law and observe trials in both the state and federal courts in Manhattan. The course will focus on constitutional law, examining civil liberties, rights of criminal suspects, and civil rights with special attention to issues of gender, sexual orientation and race. There will be tests, a paper describing and analyzing a Supreme Court decision, and debates on such issues as abortion, affirmative action and capital punishment. Students are expected to prepare extensively for the debates. They will keep a journal based upon observation of court trials. The course includes visitors to the class such as judges, police officers, public defenders and prosecutors who speak about their roles in the judicial system.

Government and Politics

This course is designed to acquaint students with the specific responsibilities of elected government officials including the President of the United States. Students become better acquainted with the powers and responsibilities of the executive branch (President and Cabinet) the legislative branch (Congress: House and Senate) and the judicial branch (the Supreme Court). Students briefly look at the history of tension

between the three branches, noting when crises affect the dominance of one or another of the branches. Students devote part of the time working for the election of a candidate of the student's choice.

Human Rights

This course examines the developing law of international human rights, with an emphasis on international human rights agreements, international and regional human rights courts and tribunals, and international human rights organizations, both governmental and non-governmental. The course examines the postwar emergence of civil and political human rights, the development of social and economic human rights, and the more recent articulation of collective and group human rights. It also explores the normative justifications for enforcing human rights beyond the bounds of national sovereignty and the challenges to these justifications under the forces of globalization. Students are expected to complete daily assignments and maintain a consistent grasp of current events.

Japan, China, Korea, India

Students explore Asian cultures in history, literature, poetry, art and religion. Students also read short stories about life and politics in Asian societies in both the classical and modern era, and examine classic texts on Buddhism, Confucianism, and Daoism. This course also provides a visit to Urasenke – an authentic Japanese teahouse in Manhattan – so students experience a Japanese tea master and the classic Japanese tea ceremony. Students examine the cultural and historical importance of the Silk Road – the centuries old passageway between East and Central Asia and the Middle East and Europe, and experience Kabuki Theater in Japan and Peking Opera in China. Finally, students view both classic and modern arts in Asia at the Asian Society, the China Institute, Japan Society and the Metropolitan Museum of Art, and investigate and write essays and research reports on topics in Asian Studies.

Middle East and Africa

Students read about modern life in the Middle East and explore the Israeli-Palestinian conflict in literature, history, poetry and film. They are required to compare and contrast the primary texts of the three great monotheisms: Judaism in the Old Testament, Christianity in the New Testament and Islam in the Koran. Students learn about Sufi religious visions and read the classic poetry of Rumi

– the greatest of the Sufi poets and mystics. Students read about the native cultures and traditions of tribal Africa and examine both historical and literary texts that describe the transition from European colonial domination of Africa in the late 19th and 20th centuries to the era of African nationalism and independence in the 1950s and 1960s.

Caribbean and Latin America

The cultures and histories of Latin America from the 15th to the 21st centuries are studied. Students study the explorations and conquests of the Conquistadors in Mexico and Peru; in the 17th and 18th centuries students study the emergence of metazoan cultures in Latin America and the Caribbean. Lastly, in the 19th and 20th centuries the class reviews the revolutionary uprising of the emerging nations of the New World against their colonial oppressors in the Old. Readings consist of primary historical, literary, political and poetic texts. Students investigate and write essays and research reports on topics in Caribbean and Latin American history and literature.

American Culture and Ideas in the Twentieth Century

In this class, students explore American film, music, high and low culture in each decade of the twentieth century. What was innovative and new in the arts? Who were the innovators, the tastemakers, who brought us new sounds in music, new colors, designs and structures in the arts, new images in photography, new subjects and themes both in films and on television? Students study the innovative and creative interaction between technology and culture in the twentieth century. Students also relive in books and magazines, in films and photography, in music and dance, in painting and poetry what was "in vogue" during each decade of the tempestuous time.

Modern Art

Students examine the turning points in 19th and 20th centuries European and American modernism: Monet, Manet and the Impressionists and Cezanne, Van Gogh, Gauguin and the Post-Impressionists; Picasso, Braque and the Cubists and Matisse, Kirchner, Marc etc. and the French and German Expressionists; Marinetti, Boccioni and the Futurists and Tristan Tzara, Marcel Duchamp and the Dadaists and Surrealists; Jackson Pollock, Mark Rothko etc. and the American Abstract Expressionists and Andy Warhol, Roy Lichtenstein and the Pop artists; Daniel Flavin, Donald Judd and the

Minimalists and Bill Viola and video art. Students read, talk, write about and experience in New York's finest museums and galleries, the works of these artists in this course on the history of aesthetic modernism in western European and American culture.

Additional Electives

Gotham II - The Living City (12th Grade)

This is an advanced course in Urban Studies. Students develop the vocabulary and conceptual framework necessary to think about, compare and analyze cities and patterns of urban development throughout history. Students begin by looking at those seismic shifts-economic, cultural, political and social-that have driven urban development during the modern era and which continue to drive it around the world today. With the help of urbanists like Robert Caro, Jane Jacobs, Roberta Brandes Gratz, James Howard Kunstler and others, students look from the top down at key episodes in the history of New York City beginning at the dawn of the modern era. As a class, students conduct an in-depth study of one of the most famous neighborhoods in the world-Greenwich Village-with a special focus on critical episodes in the neighborhood's developing identity from the conflicts between Jane Jacobs and Robert Moses during the post WWII era, to the famous Westway controversy of the 1970s and 80s, to current tensions over the development of the West Village and Washington Square. Each student will then develop a case study of another neighborhood in New York. Finally, throughout the course, with the help of such seminal urban journalists as Pete Hamill, Phillip Lopate, Joseph Mitchell and others, students develop their own unique brand of urban journalism, walking and writing about New York, capturing, through the lens of their own concerns, backgrounds and sensibilities, the experience of the living city.

Optional course

Advanced US History (Eleventh Grade)

Seminar for students who have already taken US History and want to conduct advanced work on selected topics as well as prepare for the SAT II Achievement Test or the Advanced Placement Examination. This class may be taken in addition to – not in place of – the history electives.

Mathematics

Algebra/Geometry, Algebra/Geometry (Advanced) (Ninth Grade)

In both Algebra/Geometry courses, students cover the basic elements of these two branches of mathematics, both separately and as the topics relate to one another. Students approach algebra from a functional point of view, honing their manipulative skills through an analysis of basic linear and quadratic relationships. In their study of geometry, students study properties of polygons and other shapes and start to develop a sense of mathematical proof. The advanced class study goes farther into both geometry and algebra and covers topics in more depth. Students explore these topics through investigations while working individually and as a class; projects and real-world applications are heavily emphasized. Students engage in communication about mathematics orally and in writing while simultaneously building upon their math skills and the application of these skills. Technology is integrated into the curriculum, and each student works with various computer applications (especially Geometer's Sketchpad) as well as with the TI—83 Plus graphing calculator.

Texts: Bridge to Algebra, Carnegie Learning, Discovering Algebra: An Investigative Approach, Jerald Murdock, Ellen Kamischke, and Eric Kamischke; Discovering Geometry: An Investigative Approach, Michael Serra

Geometry/Algebra II, Geometry/Algebra II (Advanced) (Tenth Grade)

In both of these courses, students continue their study of the related topics of algebra and geometry, moving into the traditional topics covered in an Algebra II class. This leads to the study of conic sections and an introduction to trigonometric functions. Students complete their study of quadratic functions and being to look at exponential functions (the advanced class does a more thorough investigation of exponential functions, and begins to study logarithmic functions as well). Students also begin to look at data and how the various functions they study can model data collected in real-world situations. Students reflect on the processes of mathematics in class discussions and in writing, while simultaneously building their repertoire of math skills and their capacity for applying these skills. Once again, topics culminate in significant projects. Technology is an important aspect of the

curriculum, and each student works with various computer applications as well as with the TI—83 Plus graphing calculator.

Texts: Discovering Geometry: An Investigative Approach, Michael Serra; Discovering Advanced Algebra: An Investigative Approach, Jerald Murdock, Ellen Kamischke, and Eric Kamischke; Advanced Algebra Through Data Exploration: A Graphing Calculator Approach, Jerald Murdock, Ellen Kamischke, and Eric Kamischke

Algebra II/Topics in Precalculus (Eleventh Grade)

Students review quadratic functions and complete their study of exponential and logarithmic functions, as well as rational functions. Trigonometric functions and right triangle trigonometry are covered in depth. Students continue to approach functions from a modeling standpoint, learning to discern which types of functions to use as mathematical models in different situations. Technology continues to be integrated into the curriculum, and each student works with various computer applications as well as with the TI—83 PLUS graphing calculator. Major units culminate in significant projects, and mathematical communication is emphasized.

Texts: Discovering Advanced Algebra: An Investigative Approach, Jerald Murdock, Ellen Kamischke, and Eric Kamischke; Advanced Algebra Through Data Exploration: A Graphing Calculator Approach, Jerald Murdock, Ellen Kamischke, and Eric Kamischke

Precalculus (Eleventh and Twelfth Grade)

This course is a rigorous treatment of functions, introduced through data analysis, in order to prepare students for calculus. Students develop a tool-kit of linear, quadratic, exponential, logarithmic, and trigonometric functions, and then focus on how these functions can be transformed into numerous other functions. Topics emphasized include domain, range, end behavior, and roots in functions and study how transformations affect these characteristics. Projects, real-world applications and mathematical communication are heavily emphasized.

Text: Precalculus with Trigonometry, Foerster

Data Analysis (Twelfth Grade)

This course prepares students to reason and communicate mathematically, use mathematics to solve problems, and make connections between mathematics and the world around them. They are encouraged to explore and to make sense of their experiences with mathematics by integrating and linking algebra with statistics, data analysis, functions and probability. Students develop their conceptual understanding of mathematics by doing activities

embedded in contextual settings. For example, students learn the principles of probability and how statistics relates to probability through a study of games. Wall Street is studied in depth, and students complete a major stock market project. Students collect and generate data, develop and analyze mathematical models, explore patterns and relevant questions, and make and defend predictions. The emphasis is on interpretation, analysis and making sense of the problem, the process and the answer. All units culminate in major projects.

Texts include: Understanding Wall Street, Jeffrey B. Little; Practical Statistics by Example, Sincich et al.

Calculus (Twelfth Grade)

This course covers traditional calculus topics from a function and graphing approach. The use of the TI—83 graphing calculator enables students to develop their sense of the derivative and integral and make conjectures about the behavior of these tools through problem-solving investigations. Problems encountered in this class have a real-world context, which enables students to practice interpreting mathematical models and the information they provide. Topics covered include the derivative, maximum-minimum problems and related rates problems, derivative functions, integration and methods of integration, limits, and an introduction to differential equations. Major projects include a legal brief using the basic concepts of limits, a population project which allows students to predict the future population of a country of their choosing by using modeling and techniques of differentiation, and an exercise in calculating real-world volumes by using integration by disks, shells and washers.

Texts include: Everyday Calculus Through Applications, The North Carolina School of Science and Mathematics, Everyday Learning Corporation

Physical Education, Athletics and Life Issues

Physical Education

Students take physical education each year of high school. They may select from the offerings in the Physical Education program or they may participate on an interscholastic athletic team. Physical Education offerings meet two times per week and focus on developing lifelong habits in aerobic fitness, strength, flexibility and healthy diet. Offerings include: Aerobics, Yoga, Cardio-strength training, Karate.

Athletics

The High School offers students the opportunity to participate in several interscholastic sports, including:

- Volleyball (Girls)
- Soccer (Girls/Boys)
- Cross country (Girls/Boys)
- Basketball (Girls/Boys)
- Girls' Softball
- Boys' Baseball
- Golf (Coed)
- Tennis (Coed)
- Track and Field (Girls/Boys)

The policy of the school is that everyone who goes out for the team is included on the roster and gets a chance to play. High School teams have been very successful in recent years in competition with other schools in the Independent School Athletic League. Our teams use a variety of fields and gymnasiums all over the city, from the East River fields for softball and baseball, to Downing Stadium for Soccer, and our own Thompson Street Athletic Center, where the school plays its home volleyball and basketball games.

Life Issues

The high school years are a transition period during which students encounter increasingly complex and challenging issues that have to do with the development of their own identity and values, as well as the personal resources and knowledge they need to negotiate the adult world around them. The Life Issues

class provides students with opportunities to explore these complex issues in a safe, respectful environment. Each student keeps a journal that provides a medium for processing their responses to discussions about law, sexuality, gender and peer relations, self-awareness and self-esteem, substance use, abuse and dependency, diversity and social justice. Journal writings serve as a vehicle for processing issues through dialogues, unsent letters, lists and brainstorming. The class is organized around guest speakers from such institutions as The District Attorney's Office, Freedom Institute and Planned Parenthood. Ninth Graders are enrolled in Life Issues for one trimester.

Science

The integrated science curriculum in the Ninth and Tenth Grades combines biology, chemistry and physics, providing students with a foundation that equips them for more advanced work in the sciences. Eleventh Graders are assigned to take advanced biology, advanced chemistry, or astronomy. Twelfth Graders may choose to take environmental science, physics or the science and society course. The sciences at LREI emphasize creation of hypotheses, in-depth investigation, report writing and presentation, and the ethical use of scientific knowledge.

Grade 9: Science I	Grade 10: Science II
Biology, Chemistry & Physics	Biology, Chemistry & Physics

Science 11 Electives	Science 12 Electives
Advanced Biology, Advanced Chemistry or Astronomy	Environmental Science, Physics or Science & Society

Biology, Chemistry, Physics I (Ninth Grade)

This is an introductory class in Ninth Grade, which covers topics in biology, chemistry and physics, providing the basic skills and frames of reference that will enable students to do more advanced work in the life and physical sciences. The course combines and integrates the principles of the three disciplines. Each class stresses the understanding of important concepts and vocabulary, the scientific method

and the interrelationship between the sciences and other disciplines. Areas of study in biology include characteristics of living things, the cell, genetics and evolution. The focus of the chemistry class is inorganic chemistry, studying such topics as classification and organization of matter, atomic structure, bonding and chemical equations. Topics in physics include heat, waves, sound & light; and how each of these relates in our everyday lives. Each course will include projects, essays and presentations.

Texts include: *Modern Biology*, Holt, Rinehart & Winston; *Holt Chemistry*, Myers, Oldham & Tocci; *Conceptual Physics*, Paul G. Hewitt.

Biology, Chemistry, Physics II (Tenth Grade)

The coordinated and integrated approach to the sciences continues in Tenth Grade with an emphasis on the interrelationships between chemistry, biology and physics, as well as the importance of science in society and technology. Students explore biology topics in depth, such as the relationship of the ecosystem to the changing physical environment, development of energy and living things, DNA and technology. Organisms are studied with reference to their taxonomy, characteristics, and economic and ecological importance. The skills and knowledge of chemistry developed the previous year provide the basis for more advanced concepts within previously studied topics as well as newer topics including chemical bonding, the concept of pH (acids and bases) and chemical reactions & concentrations. Students in physics explore past and present theories about energy, electricity and magnetism. Each course will include projects, tests and presentations.

Texts include: *Modern Biology*, Holt, Rinehart & Winston; *Holt Chemistry*, Myers, Oldham & Tocci; *Conceptual Physics*, Paul G. Hewitt.

Advanced Biology (Eleventh Grade)

Advanced Biology is designed to be the equivalent of an introductory college course and to provide students with the conceptual frameworks, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology. It builds on the skills and knowledge acquired in the earlier biology courses, going in greater depth into the areas studied in the prior courses and introducing many new advanced topics. Students are encouraged to take the SAT II subject test in biology. The course covers evolution

and genetics, RNA and DNA structure and function, gene replication and mutation, technology and its applications, anatomy, physiology and ecology.

Texts include: *Biology: Concepts & Connections*, Campbell, Reece, Mitchell & Taylor.

Advanced Chemistry (Eleventh Grade)

Advanced chemistry is designed to prepare students to take the SAT II subject test in chemistry. It builds on the skills and knowledge acquired in the earlier chemistry courses, going in greater depth into the areas studied in the prior courses and introducing many new advanced topics. Emphasis is placed on the nature of bonding, carbon and its compounds, chemical equilibrium, oxidation and reduction, chemical kinetics, thermodynamics and stoichiometry. More advanced concepts in chemistry are also introduced. Students are encouraged to think independently to respond to questions that require original reasoning. In the third trimester, students research and carry out a lab-based project relating to chemistry around them.

Texts include: *Holt Chemistry*, Myers, Oldham & Tocci.

Astronomy (Eleventh Grade)

This course introduces the theory and practice of technical amateur astronomy. Topics include the historical development of astronomy, telescopes, the phenomena that can be seen in the urban night sky, the creation of the cosmos, the nature of stars and galaxies, the structure and evolution of our Milky Way, and the relationship of modern astronomical ideas to other cultural disciplines. The class provides the necessary background material, and lab sessions provide hands-on observing activities with maps, globes, and astronomical software. There is a trip to the Hayden Planetarium, as well as night observation sessions. In the last trimester, students research a topic currently being researched by scientists, write a thesis paper and present their findings to their peers.

Texts include: *Astronomy Today*, Chaisson & McMillan

Environmental Science (Twelfth Grade)

This course is an introduction to the field of Environmental Studies. Topics include the fundamental constituents of energy and matter that comprise the biosphere, the dynamics of human populations, renewable and non-renewable resources and the degradation of the environment and its impact on human health. Other topics include higher order environmental effects and interactions such as habitats and bio-diversity and the economics and geopolitics of sustainable development.

Students conduct laboratory and field investigations, utilize appropriate techniques and instrumentation, and construct and apply conceptual models to the solution of environmental problems. Students compile a portfolio on a variety of environmental issues

Physics (Twelfth Grade)

This course takes both a theoretical and hands-on approach to the study of physical phenomena, though previous knowledge of physics is not required. Lab work is an integral part of the program, designed to give students an insight into the working relationship between experiment and theory. Topics include the physics behind everyday movement and other forms of motion, energy and heat. Thoroughness of understanding, rather than superficial encyclopedic coverage, is stressed. Familiar analogies, using everyday phenomena, ultrasonic sensors and common toys, are used to increase insight into the theories covered. The essential role that mathematics plays in physics is emphasized, using concepts and techniques covered in the students' math classes.

Texts include: Physics: Principles & Problems, Zitzowitz, Elliot, Haase, Harper, Herzog, Nelson, Schuler & Zorn.

Science & Society (Twelfth Grade) Energy in the 21st Century

Energy in the 21st century has the goal of understanding energy as a central idea in science, and as a global issue. Students examine a variety of topics that will address the issues of where we get energy from, how it is used, and its consequences. Students engage in measurements and predictions of energy use locally and globally, as well as projects focusing on heat and combusting engines, and comparing different forms of energy.

Technology

Introduction to Technology (Ninth Grade) Intermediate Technology (Tenth Grade)

These classes introduce students to the basic skills needed to use the computers in the Tech Center, the school's email and educational network, various software applications, and the World Wide Web. Students master the basic elements of Microsoft Word, Excel and Powerpoint, and develop their own websites. In the second course, they perfect these

skills and then move on to applications determined by the needs and interests of the class. Final projects in both courses include a personal portfolio of work.

Computer Graphics

Graphic design is as old as written language itself. From illustrated manuscripts in the Middle Ages to contemporary web pages and CD covers, graphic design has been used to convey meaning that is not implicit in the literal content of language itself. Using Adobe Photoshop, PageMaker, scanners, digital photography and file management programs, students learn the basics of graphic design. Each student produces a portfolio of design pieces along with written analyses that explore how design strategies are intended to affect the audience.

Computer Applications

Students learn to use computer applications such as Microsoft Excel, Adobe PhotoShop, HTML, Filemaker Pro and Macromedia Flash for their academic and personal needs.