

FORMAN SCHOOL



2025 - 2026

CURRICULUM GUIDE

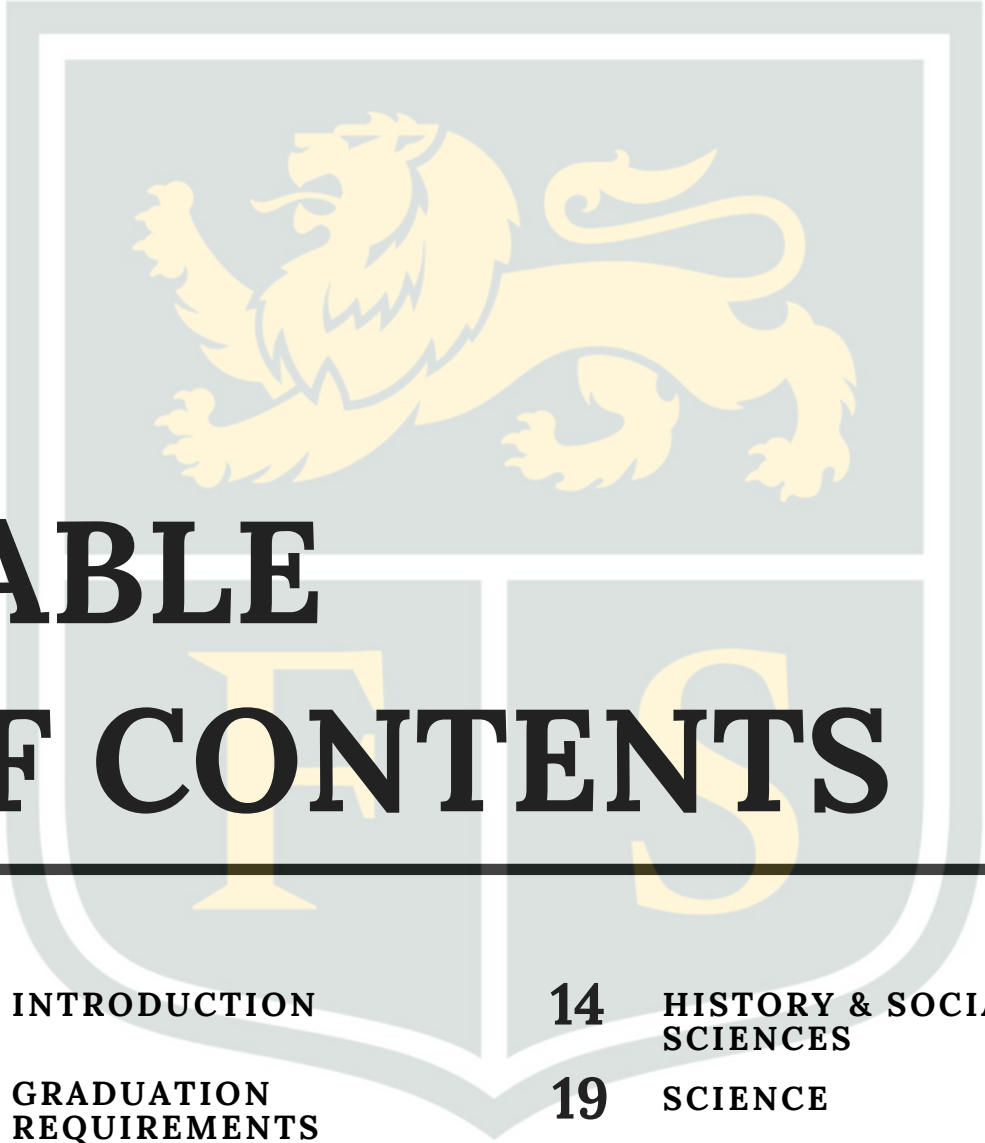


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INTRODUCTION

In the Forman trimester system, students will focus on in-depth learning experiences. Classes will meet every other day for an extended instructional block over the course of each trimester. Courses in the trimester schedule emphasize the depth of understanding rather than mere coverage of content. This emphasis lends itself to the development of the essential skills of a discipline. It also supports the development of the reading and writing proficiencies that students will face in college. Over the course of a year, students will typically take three trimester-long courses per discipline. For example, students are expected to take three trimesters of English classes over the course of the year to earn three credits in English. Subjects that call for sequential, cumulative learning, such as Mathematics or World Languages, are taught in blocks that span consecutive trimesters.

Course Drops and Changes

Schedule changes may occur throughout the year with permission from the Academic Office. The Add/Drop period for each trimester ends after the sixth day of the trimester. All course changes must be made through the Academic Office, and parents are included in this process.

Course Credits

The course credit distribution for 2025-2026 in our trimester schedule is that a one-trimester course meets every other day and is worth 1 credit; three-trimester courses are worth 3 credits. Students who withdraw from a course before completion do not receive any credit for that class. For students who leave Forman before the completion of the year, course credits are earned upon completion of each trimester; if a student does not fully complete a trimester, no partial credit is earned for that trimester.

Course Distribution and Requirements

Forman expects all students to maintain a both rigorous and balanced schedule. To earn a Forman School diploma, students must successfully meet certain credit requirements. Each year, as part of their course of study, students participate in a Winterim. During this two-week period, students take one course and focus on this subject in depth. Academic credit is provided for these courses, and students choose from a wide array of offerings, including travel and culture, mini-courses, health and wellness, and the arts. Students may not enroll in the same Winterim course twice during their time at Forman School.

Attendance/Loss of Credit

Students are expected to attend all of their academic classes. If a student has seven unexcused absences in a class in a given trimester, or the equivalent due to tardiness, they will lose credit for that class. If a student loses credit in two classes in a trimester, they will be forced to withdraw from Forman.

UConn Early College Experience

UConn Early College Experience (UConn ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head start on a college degree and other post-secondary opportunities. UConn ECE Instructors are high school teachers certified by the University and affiliated with their corresponding academic department. UConn ECE Instructors foster independent learning, creativity, and critical thinking - all important for success in college and careers. Forman offers a UConn course in English. To support rigorous learning, University of Connecticut academic resources, including library and online classroom access, are available to all UConn ECE Students.

For additional information about UConn ECE, you can visit <https://ece.uconn.edu/>

GRADUATION REQUIREMENTS

Students in all grades take a minimum of 21 credits each year, including at least 7 credits per trimester. Students must earn 3 credits in English each year in attendance, even if repeating a grade in which English has previously been taken. Students must attend classes full-time at Forman during their senior year in order to graduate and earn a Forman School diploma.

Graduation Requirements:

- 12 Credits of English
- 9 Credits of Mathematics (or through Algebra II)
- 9 Credits of History & Social Sciences, including 3 Credits of U.S. History
- 9 Credits of Science, including 6 Credits of Lab Sciences; 3 Credits of Biology or Chemistry required
- 3 Credits of Thinking and Writing
- 3 Credits of Cognition & Learning
- 3 Credits of Post-Secondary Planning
- 6 Credits of Art
- 6 Credits of a World Language (strongly recommended, but not required)
- 1 Credit of Health & Physical Education, per year
- 1.5 Credit of Winterim, per year
- 15 Hours of Community Service per year

Senior Year Failures

Seniors who fail a required course will not receive a Forman School diploma until that course has been made up in an approved summer school, including Winterim courses.

PG Year:

- 3 Credits (Year Long) UConn ECE English Course
- 3 Trimesters of Executive Function Coaching
- Options for College Coursework Beyond the Forman Campus up to 2 additional college courses
- 1 Credit of Post-Secondary Planning II
- 1 Credit of Health & Physical Education
- 1 Credit of Thinking & Writing
- 2 credits of The College Classroom: Strategizing for Success
- Additional Forman courses for credit requirements
- 1.5 Credit Winterim
- 15 hours of Community Service

THINKING & WRITING

All new 9th, 10th, and 11th grade students will take a two-trimester grade-level Thinking & Writing course, equivalent to 2 credits, and a one-trimester writing elective, equivalent to 1 credit, for a total of 3 credits of writing courses as a graduation requirement. Returning students are welcome to take one-trimester elective courses.

REQUIRED COURSES FOR NEW 9TH, 10TH, 11TH GRADE STUDENTS

Thinking and Writing 9

2 Trimesters, Credit: 2

This two-trimester foundational course to academic writing aims to introduce freshmen to the principles and strategies of effective written expression in academic contexts, with a focus on paragraph development and essay structure. Interactive instruction guides students through the writing process, which requires critical thinking and decision-making in the use of evidence, in-text citations, and effective writing modes. Through differentiated teaching and assistive technology, students build a strong grammar foundation, learn strategies to compose structured multi-paragraph essays to support thesis statements for varied purposes, and utilize technology to plan, draft, revise, edit, and share texts, while accurately documenting and citing in MLA formatting. Guided by assessment rubrics aligned with national standards, a student's writing samples, including drafts and revisions, are compiled in a portfolio to track progress and practice reflective learning throughout the year.

Thinking and Writing 10

2 Trimesters, Credit: 2

This two-trimester intensive academic writing course, required for new sophomores, aims to reinforce effective writing habits and fundamental composition skills for academic purposes, with the focus on exploring literate practices across a range of academic domains and developing research writing skills that involve finding, evaluating, and referring to relevant information. The course places equal emphasis on macro-level composition skills, such as paragraph development, essay structure, coherence, and style, as well as micro-level skills, such as sentence structure, grammar, vocabulary, spelling, and formatting. Through differentiated instruction, students receive feedback on writing, learn strategies for approaching common writing modes, engage in critical inquiry of non-fiction analysis, follow the standard writing process, and observe language conventions and MLA formatting. Guided by assessment rubrics aligned with national standards, a student's writing samples, including drafts and revisions, are compiled in a portfolio to track progress and practice reflective learning throughout the year.

Thinking and Writing 11

2 Trimesters, Credit: 2

This two-trimester high-level writing course, required for new juniors, is designed to expand students' repertoire of academic writing skills, including a personal narrative for a college application essay, and to foster independence in evidence-based and purpose-driven written expression by expressively varying sentence structures, consciously employing substantive revision, and thoroughly interpreting subject-specific written assignments, with a focus on developing language techniques that are concise, coherent, and logical. Through extensive writing practice and feedback-oriented instruction, students learn how to structure information effectively, link ideas and arguments smoothly, analyze and respond to information rigorously, and evaluate their work critically. In preparation for further writing development in college, students utilize online resources to practice grammar and language skills for standardized testing while stressing key constituents in common writing modes and following MLA formatting. Guided by assessment rubrics aligned with national standards, a student's writing samples, including drafts and revisions, are compiled in a portfolio to track progress and practice reflective learning throughout the year.

THINKING & WRITING

ELECTIVE COURSES

Applied Writing

1 Trimester, Credit: 1

Applied Writing is an elective for Juniors, Seniors, and PG students. It aims to provide scaffolded cross-curriculum writing support for academic subjects as well as to meet student-centered writing needs in the areas of note-taking, research writing, applications, personal statements, supplemental writing, and formal correspondence--with special emphasis on clarity, transition, word precision, and sentence concision. Through differentiated and feedback-based instruction, students pursue individual tracks of tasks that serve as learning vehicles for applying foundational writing strategies, developing writing task management skills, and expanding discipline-specific vocabulary, with the overarching objectives to address individual challenges in the standard writing process, build independence in task management, and foster confidence in written expression.

Empowerment Through Editing

1 Trimester, Credit: 1

Empowerment Through Editing is an elective for PG students and students who have already completed the foundational Thinking & Writing course and wish to focus on developing greater sentence complexity and editing competencies. Through guided and self-paced practice on advanced grammar and sentence specialization, students learn how to identify adverb, adjective, and noun clauses, how to avoid making common mistakes associated with each sentence type, and how to vary sentence structures to express ideas in more polished ways. In addition, students develop stronger skills in employing transitional devices to create a structural flow more conducive to human communication while utilizing assistive technology. By developing the habit of logical thought organization and cultivating the sensitivity of sophisticated linguistic choices, students build their confidence in the overall quality of their written products as well as the power of their own voices.

Writing Visually

1 Trimester, Credit: 1

Writing Visually is an elective for PG students and students who have already completed the foundational Thinking & Writing course. Its design is based on the reflective teaching practice from Project Zero Visible Thinking developed by Harvard University, as well as on the premise that the flow of a writer's word is as much a product of visualization as of abstract thought. The course aims to cultivate students' thinking dispositions and build linguistic neuroplasticity by letting the visual brain supercharge the verbal brain. With guided practice to reinforce the foundational writing strategies and the standard writing process, students explore the core Visible Thinking routines that help develop key skills of observation, interpretation, and questioning through engagement with art, images, and objects. By tapping into the power of verbalization and visualization, students can expand their habits of mind, energize their writer-self, and empower themselves in their quest for meaningful self-expression.

Writing with a Growth Mindset

1 Trimester, Credit: 1

Writing with a Growth Mindset is an elective for PG students and students who have already completed the foundational Thinking & Writing course. It aims to broaden students' perspectives through guided reflective journaling as well as writing for different audiences. Students are introduced to the RAFT writing technique to explore and experiment with various culturally responsive writing prompts designed to foster critical thinking skills and consider a topic from multiple perspectives. A research-informed writing strategy across disciplines, RAFT helps students grow as writers by understanding their role and purpose in writing--along with how to effectively communicate their ideas and mission clearly to a target audience. Students continue to apply the foundational writing strategies taught in the Thinking and Writing course, in addition to resolving individual challenges in the standard writing process, exercising academic independence, and building confidence in managing writing tasks.

COGNITION & LEARNING

Forman School's foundational mission is to be a center for scientific and practical studies of the best ways to teach students with learning differences. The Cognition & Learning Department is a natural extension of that mission. All first-year students are required to take a yearlong course within the department. Subsequent to their first year in the department, a student's course placement is determined on an individual basis and in consultation with the student's previous C & L teacher as well as other faculty who worked closely with the student in the past. For students, the department assigns Cognition & Learning courses based on their unique learning profiles.

Metacognition and the Brain

1 Trimester, Credit: 1; Pass/Fail for Students New to Forman

This course, offered in the fall trimester for students new to Forman, lays the foundation for individual growth in the classroom setting and beyond. Students will be introduced to the topics of metacognition, neuroscience, and executive functions, and how each of those areas impacts their ability to manage their daily lives. Through an understanding of how the brain works, students will learn why certain tasks are easier for them while others are more challenging. As they progress through the course, students will reflect on their own educational experiences and gain greater insight into how they learn. Students will leave this course with the knowledge necessary to utilize effective strategies for their continued growth and development.

Applying Executive Function Strategies

2 Trimesters, Credit: 2; Pass/Fail for Students New to Forman

3 Trimesters, Credit: 3; Pass/Fail for Returning Students

In this course, students will learn and implement strategies and routines designed to specifically target areas of challenge in their daily lives at Forman, while also preparing them for postsecondary life. This includes but is not limited to long-term planning, task initiation, task completion, organization, time management, goal setting, and cognitive flexibility. Through individual and small group instruction, students will focus on strategies tailored to their areas of greatest need. This course will introduce strategies and routines that can be applied in many areas of their lives, and will create a process through which students can determine which strategies are most beneficial for them. Students will apply these strategies directly to the coursework in their academic courses using assignments and materials from the classes they're enrolled in. There will also be a focus on developing and using effective routines for the morning, study hall, and nighttime portions of the day. By applying these strategies and refining them over time, students will learn to become more effective, self-determined learners.

Reading Principles

3 Trimesters, Credit: 3, Pass/Fail

Reading Principles is designed to help students develop basic reading and word attack skills using an individualized, multi-sensory, phonetic, and sequential approach. Coursework in Reading Principles includes phonemic awareness, decoding, vocabulary and morphology, grammar and usage, comprehension, and spelling. The course is taught in a small-group setting with a reading specialist. Students working on decoding and phonemic awareness skills have direct instruction available to them based on the principles of a variety of evidence-based structured literacy programs (e.g., Orton-Gillingham approach, Wilson Reading System, and Lindamood-Bell) and other multisensory strategies. Additionally, students will delve into assistive technology options and resources throughout their time in this course.

Reading Fluency

3 Trimesters, Credit: 3, Pass/Fail

Reading Fluency is often defined solely as reading accurately with speed and proper expression, emphasis, phrasing, and intonation. In many ways, fluency can be viewed as the bridge between word recognition and reading comprehension; it is the gateway to comprehension. Fluency is critical to a student's ability to comprehend text and feel confident reading aloud. Reading a text with disfluency, making word recognition errors, and reading without prosody and expression all negatively hamper one's ability to comprehend text. Students will improve their fluency by learning how to read with accuracy, automaticity, and expression in this course. Students in this course have a foundation in phonemic awareness and segmentation and are in the process of strengthening their ability to

COGNITION & LEARNING

consistently decode text; however, their reading speed and accuracy are a significant area of challenge. As a result of investing much time and cognitive energy to consciously decode the words they encounter when reading, one's ability to focus on the more important task of comprehending the text is hampered. Ultimately, the overarching goal of this course is centered on students working to improve their ability to read text accurately at an appropriate rate. Learning to recognize (decode) words in a passage automatically (effortlessly) as well as accurately and to express or interpret those words in a meaningful manner when reading orally is an additional underlying goal of this course. These skills will be reinforced by reading different literary genres both in and out of class. Additionally, students will engage in repeated readings of text through performance activities as well as wider reading of independent-level material and guided reading of instructional-level material.

Reading Skills and Development

3 Trimesters, Credit: 3, Pass/Fail

This course is designed to help students who would benefit from the continued development of their decoding and language comprehension skills. Development in these two areas is the building block of reading comprehension; readers must be able to decode the print and possess sufficient oral language comprehension to extract meaning from a text. The course focuses on advanced decoding/word attack and active reading strategies to improve automaticity when decoding, overall comprehension skills, and vocabulary development. In addition, more advanced morphology, including Latin and Greek roots, prefixes and suffixes, and accenting rules targeting advanced decoding will be covered. Students focus on the active reading process, including the integration of paraphrasing, summarizing, and interacting with text. Students read and peruse a variety of academic materials relevant to their individual reading levels. This course further develops vocabulary, spelling, and specific comprehension and encoding. Particular emphasis is placed on the multi-sensory development of decoding skills through the review of linguistic structures (phonetic and meaning-based patterns in words of Anglo-Saxon and Latin origins, along with basic grammar).

As the course progresses, greater emphasis is placed on reading a variety of different types of literary genres to increase one's understanding of a text. To put learned skills and strategies into practice, students will explore character development in a literary context by reading multiple level-appropriate pieces of literature, including short stories, nonfiction, media, and novels. Additionally, students will also engage in annotations and in-class discussions to help monitor their comprehension. One of the primary goals for students in this course is to increase their reading proficiency by using a specific set of thinking skills to build a deep understanding of the texts that they read. They will apply those skills in the pre-reading, reading, and post-reading phases.

Reading with a Critical Eye

3 Trimesters, Credit: 3, Pass/Fail

This course is designed to assist students as they further develop reading comprehension and analysis of a wide variety of textual materials while taking advanced academic coursework. In this course, students will delve into critical reading in a scholarly context and manner. Specific focus will be placed on identifying a text or author's viewpoints, arguments, evidence, potential biases, and conclusions. Students gain skills and strategies centered on evaluating the credibility and validity of literature by evaluating and weighing scholarly articles and periodicals from the social sciences. Ultimately, the goal is to have students evaluate text for more than simply what it says, but rather how and why it says it. The underlying skills and strategies that permeate throughout the course include morpheme analysis, semantic mapping, utilization and implementation of active reading strategies, and vocabulary development. Lastly, the skills and strategies presented in this course are meant to encourage deeper and in-depth reflective writing about specific texts and literary pieces.

COGNITION & LEARNING

Executive Function Coaching

3 Trimesters, Credit: 0 (this is a non-credit bearing class)

Executive Function Coaching is an action-oriented partnership between the student and coach that serves as a collaborative learning “lab” and a catalyst for sustained cognitive changes and performance enhancement. The student develops an understanding of self, personal strengths, and EF difficulties. Coach and student work together, setting short and long-term goals, creating action steps, anticipating roadblocks, and designing approaches to manage performance-related challenges using the student’s current coursework. Coaching provides a non-judgmental space for students to explore EF challenges and learn skills to better navigate areas that have long since been challenging, such as getting started and finishing tasks, breaking down a long-term project, how best to retain information, regulating emotions, planning, and prioritizing. Coaching provides structure and support as students gain a deeper understanding of themselves and develop personalized approaches. A critical component of coaching is accountability, a measuring tool for action, and support as a student moves forward with a plan outside of the session. Students who are willing to fully engage in coaching experience greater autonomy and increased self-determination.

POST-SECONDARY PLANNING

All students in grades 11, 12, and PG take the Post-Secondary Planning courses, which are designed to support all facets of decision-making and preparation for students' post-secondary future. These courses are graded on a Pass/Fail basis. Juniors take a two-trimester course in the winter and spring trimesters. Seniors take a one-trimester course in the fall trimester. PGs take a one-trimester course in the fall trimester, and a two-trimester course in the winter and spring trimesters.

Post-Secondary Planning I - Grade 11

2 Trimesters, Credit: 2, Pass/Fail

This course is designed to work in unison with the college counseling process and help guide our students in successfully determining their post-secondary future. The goal of this course is to help students make informed and knowledgeable decisions regarding their future educational and career choices, so they are better able to identify and articulate their personal needs and desires for their life after Forman. Students will be provided tools to gain a better understanding of themselves as learners and as individuals, while also building a foundation of skills to independently navigate their postsecondary planning process. Incorporated into this unique curriculum are inventories assessing personality traits, interests, and careers, along with direct instruction on navigating the college application and research process.

Post-Secondary Planning II - Grade 12, PG

1 Trimester, Credit: 1, Pass/Fail

This course is designed to work in unison with the College Counseling process and is an extension of the Post-Secondary Planning I course. In this course, students will receive support and guidance in various aspects of the college application process. Students will be allowed to individualize their curriculum based on their specific application needs. Incorporated into this unique curriculum are the implementation of time management, self-advocacy, and organizational strategies that can be used at the post-secondary level.

ENGLISH

FRESHMAN ENGLISH COURSES

English 9

Also Offered at the Honors Level

3 Trimesters, Credit: 3

English 9 begins with an assumption: we live in language. We will pay close attention to words and ideas as we learn together. Focusing on essential reading and writing skills will solidify understanding of previous knowledge and prepare students for the next level of work at Forman. With the idea of building empathy and cohesiveness, students will embark on a network of specific learning experiences that will provide a robust foundation for pondering complex cultural questions, becoming self-aware as a student and a language user, and engaging with rich, topical texts that offer an array of perspectives, worldviews, and wisdom. Along the way, we will learn new vocabulary words and literary terms by using a highly effective technique, and students will complete major and minor work in an expansive variety of forms.

SOPHOMORE ENGLISH COURSES

English 10

3 Trimesters, Credit: 3

Using a variety of source materials to access different forms of literature (fiction/nonfiction prose, drama, and poetry), the instructors of this course will build on the skills of 9th-grade English to solidify students' foundational skills and prepare them for elective courses as they move through the Forman English curriculum. The course centers on respectful scholarly discussion, close reading, critical thinking, analytical writing, and creative writing. Two central texts may include *Of Mice and Men*, by John Steinbeck, *Frankenstein* by Mary Shelley, *The Catcher in the Rye*, by J.D. Salinger, *Bury the Dead* by Irwin Shaw, and/or various poems.

English 10 Honors

Honors Level Course

3 Trimesters, Credit: 3

This course will challenge students to think critically about the "American Dream" through a variety of texts and media. Using texts spanning from the colonization of the US to the present, students in this course will add to the skills of 9th-grade English and practice the skills expected of them in junior/senior electives. The course will expect students to have a solid foundation of respectful scholarly discussion, close reading, critical thinking, and analytical writing. Students in this course will interrogate the following questions: What is the American dream? Whose dream is it? To what extent will people go to preserve the American Dream? The third trimester of this course will operate as a seminar-style elective, guiding students through a long-term literary analysis project. Possible texts include *The Great Gatsby*, *The Crucible*, *The Best We Could Do*, *A Raisin In The Sun*, *Clybourne Park*; excerpts from *Drown* and *The House on Mango Street*; poems by Langston Hughes, and more.

UPPERCLASSMEN ENGLISH COURSES

(11TH, 12TH, PG)

Exploring the Human Experience: The Selected Works of Joyce Carol Oates

1 Trimester, Credit 1

This elective course will delve deeply into the works of renowned American author Joyce Carol Oates, exploring her examination of human psychology, societal pressures, family dynamics, and personal identity. Students will engage in discussions, readings, and a final project that challenge their understanding of the human condition and develop higher-order critical thinking skills. The course will focus on Oates' thematic approaches to violence, gender, trauma, societal expectations, and power dynamics. In addition, her unique narrative style will be examined. Students will understand Oates'

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literary style and themes. This course is designed to captivate students by examining Oates' writing's multifaceted and often unsettling nature while challenging them to think critically about their perceptions of identity, society, and morality. It offers a blend of literary analysis, creative expression, and thematic exploration, making it both intellectually stimulating and personally engaging.

Long Story Short: Storytelling Through the Eras of Taylor Swift

1 Trimester, Credit: 1

Dear Reader,

This course will take a deep dive into Taylor Swift's discography, focusing on the artist's ability to tell a full story through the creation of her albums. You don't need to be a full-blown "Swiftie" to take this course; even having a tiny bit of interest in or curiosity about her work could make you a good candidate! Those taking this course will, one album at a time, work with their classmates to unpack not only the individual story that each song tells, but also the story of each album as a whole. Using collaborative brainstorming, close reading techniques, and thoughtful analysis of the themes embedded in Swift's music, students will begin to unpack how a character can drive a story forward and how emotions can be built and manipulated through effective language choices. Students will also discuss the many real-life lessons explored in Swift's work because, honey, life is just a classroom. Students will also look into the value of having background information on an author while analyzing their work. Those taking this course will work with their teacher and peers to unravel Swift's masterful technique to then use as inspiration for their own creative storytelling.

Literature of the Sea

1 Trimester, Credit: 1

Ahoy, mateys! Hop aboard to explore sea stories. From SpongeBob to Captain Ahab; from Shakespeare's *The Tempest* to Steven Spielberg's *Jaws*, this class will focus on excerpts of Moby Dick and other expansive and compelling sea stories, guided by the essential question, "Why are humans so drawn to the glittery expanse of water?" Throughout this course, students will analyze human vs. nature as a recurring literary conflict and its related themes. The course will culminate in a field trip to Mystic Seaport to "look at the crowds of water-gazers there."

Black Voices in America

1 Trimester, Credit: 1

What does it mean to be American? Black writers have always had a unique perspective on this question, given America's history of enslavement and racial oppression, coexisting with ideals of freedom, justice, and equality. This course explores the essential contributions of Black authors to American culture and literature by focusing on stories, plays, and poems from three key eras of American history: the Harlem Renaissance, the Civil Rights era, and contemporary America.

Supernatural Horror

1 Trimester, Credit: 1

Vampires, witches, and ghosts, oh my! Why do these supernatural beings have such a hold on our imaginations? What deeper issues do writers use them to explore? Are ghost stories really about trauma? Are witches feminist icons in disguise? In this class, we will explore classic and contemporary depictions of supernatural beings, or human beings playing with dark forces that get out of their control. Along with the undead and ghosts, we might analyze: haunted houses, demons, and formless nameless horrors in the dark... Supernatural horror is about what isn't human. In other words, it's really about what humans are, or say they are, or wish they weren't. Let's explore.

Tragedy!

1 Trimester, Credit: 1

Why do we enjoy sad stories? Why are sad things sometimes beautiful? One of the oldest genres of literature in the world is tragedy: the telling of sad stories on stage. In this class, we will explore classic and contemporary examples of tragedy and try to figure out why the saddest stories are sometimes the most impactful. Plays may include tellings or retellings of ancient Greek mythology, or plays about history and war, or investigations of social injustice in contemporary America.

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Science Fiction

1 Trimester; Credit: 1

Could time travel be possible? Do aliens exist? Will AI eventually take over the world? Science fiction has been exploring these questions and more for decades. In this course, students will explore some of the classic science fiction ideas, thinking about how authors reflect their own reality by predicting the future. While we will examine written texts, possibly including authors such as H.G. Wells, Octavia Butler, Anne McCaffrey, and Philip K. Dick, we will also consider science fiction in film and television.

The Art of Conversation

1 Trimester, Credit: 1 in Art or English

The Art of Conversation: a disguise for public speaking! Students will practice public speaking through a series of activities that involve debate, discussion, recitation, and presentation. We will use conversation starter cards, as well as current events from society, arts and entertainment, and sports, as the basis for our daily activities. Some projects will include creating a public service announcement, delivering a newscast, and reciting a dramatic reading. This course will help students strengthen important conversational skills such as projection, expression, eye contact, listening, and responding.

Screenwriting

1 Trimester, Credit: 1 in Art or English

Students will conceive, develop, and write an original, 25-30 page screenplay. This class will dive into the many different elements of dramatic narrative. The first part of the class will cover basic storytelling paradigms and then move into the popular story structures for screenplays and the specifics of screenplay formatting. Students will create their own stories, complete with original characters and theme-motivated plotting. They'll write their scripts and then share them with the class during group "table reads." There will also be one or two assigned movies to watch, for which they'll study the screenplay and examine how it was translated into film.

The class will provide students with the time, structure, feedback, and theory to hone their writing skills with a particular focus on story and character development. Students spend time workshopping and critiquing their own and each other's work, as well as analyzing films to discover what works and what doesn't.

Reading and Writing Short Fiction

1 Trimester, Credit: 1

In this class, students will engage creatively and analytically through reading short stories from the 90's and 2000s. This course will begin with a focus on the basic building blocks of short stories - setting, character, conflict, and dialogue - then dive deeper into morality, empathy, human nature, and justice. Authors to be considered include George Saunders, Lauren Groff, Ling Ma, Nana Kwame Adjei-Brenyah, and others.

Sports Stories

1 Trimester, Credit: 1

What do an athletic event and a narrative plot have in common? Through literature, this course will explore the notions of "good guys vs. bad guys," the hero/protagonist/point guard's pursuit of a goal, the desire to win, competitive instincts of humans, the warlike structure of some sports, and the emotional drama intrinsic to sports and the athletes (professional and amateur) who play them. Texts to consider: *Chronology of Water* by Lydia Yuknavitch; *We Ride Upon Sticks* by Quan Barry; *The Art of Fielding* by Chad Harbach; *Moneyball* by Michael Lewis; *The Sportswriter* by Richard Ford, and the prologue of *Underworld* by Don DeLillo.

King of the Who? A Survey of Arthurian Legends

1 Trimester; Credit: 1

With tragic love triangles, wizards trapped in trees, epic quests, battles against both men and monsters, and even an extravagant feast or two, stories of King Arthur, Queen Guinevere, and the Knights of the Round Table have fascinated audiences for a thousand years. Unsurprisingly, this has led to significant variations in the legends, with each new retelling adding to, altering, or entirely upending the stories we think we know. In this course, students will examine Arthurian myths through time. What did they look like early in the telling, and how have they been updated to reflect the values of society today?

ENGLISH

Climate Crisis in Science Fiction and Fantasy

1 Trimester; Credit: 1

“Winter is Coming”, and although it might not be filled with zombies or dragons scorching the landscape, it certainly comes with more extreme temperatures. In this course, we will begin to explore how authors of fantasy and science fiction contemplate the climate crisis and hope for a sustainable future. Throughout the class, we will engage with climate scholars like Raymond Williams, Rachel Carson, Geoffrey Jerome Cohen, and Lawrence Buell while analyzing how world-building in science fiction and fantasy thinks about environmental crisis and sustainability. The class might explore pieces from Tolkien, Okorafor, Liu, and even films like *Finch* and *Wall-E*. Overall, the questions we will strive to answer include: How does literature contemplate ecological crisis? What is environmental humanism? What is it supposed to teach us? How does world-building provide a space for discussing climate change? The course will culminate in a series of projects that center around providing imaginative solutions to the environmental crisis through the construction of our own, class-wide, fictional world.

Creative World Building

1 Trimester; Credit: 1

The construction of a world can make or break a great story. Understanding the limitations of the world, societal norms, rules, inhabitants, etc., can determine whether a book (or movie) is deemed “good.” From novels to documentaries, the ways in which worlds are constructed and displayed can skew how we understand and interact with a text. This class will explore how worlds are created, what goes into a good world, who the inhabitants of the world are, how they interact with each other, and most importantly, the purpose of the world created. Students will be working towards creating their own worlds that are sustainable, equitable, and functional in both a visual and literary way, while grappling with the larger question of whether we can ever create an equitable world.

Junior Honors Seminar

Honors Level Course, by Recommendation only

Only open to students in 11th grade

3 Trimesters, Credit: 3

This course provides an in-depth study of a genre/topic with intense rigor and a focus on in-class discussion and analytic writing. Students will strengthen their critical thinking skills as well as their writing skills and will participate in regular in-class discussions and projects. The topic for the 2025-2026 Junior Seminar is Dystopian Literature. Throughout the course, students will read fictional (short stories, novels) and nonfiction (essays, articles) works about life in an oppressive society. Texts to be considered may include *V for Vendetta* by Alan Moore, *The Children of Men* by P.D. James, *The Handmaid’s Tale* by Margaret Atwood, *The Parable of the Sower* by Octavia Butler, *Severance* by Ling Ma, *Never Let Me Go* by Kazuo Ishiguro, and *Future Home of the Living God* by Louise Erdrich.

Senior Honors Seminar

UConn ECE

Honors Level Course, by Recommendation only

Only open to students in grade 12 and PGs

3 Trimesters, Credit: 3

This UConn ECE course fulfills the ENGL 1007 First-Year Writing requirement at the University of Connecticut. Students will need to pay a small fee to be able to earn UConn ECE credits for this course.

Our friends and the people we love are an essential part of our lives. These relationships support us, shape us, sometimes cause us pain. And they also make for great stories. In this class we’ll look at classic and contemporary stories of enduring friendship, unrequited love, friendship breakups, and romance—and of course, how love and friendship sometimes come in conflict—to see how writers challenge us to rethink what we even mean by these seemingly obvious terms, love and friendship.

ENGLISH

Unreal Worlds Honors

Honors Level Course

3 Trimesters, Credit: 3

In this class, students will look at stories set in worlds different from our own. The course explores fiction that utilizes worldbuilding to unpack characters and settings that reveal tensions and undercurrents within society, and what we can glean from those societies. We will examine how unreal worlds can be used to criticize, satirize, or otherwise represent real-world issues in ways that more realistic fiction perhaps cannot. Students will not only have the opportunity to analyze worlds created by others, but also try their hand at constructing a world of their own.

Women's Voices in Literature Honors

Honors Level Course

3 Trimesters, Credit: 3

In Women's Voices in Literature, we will study and examine literature written by women and about women. Our focus will be to understand the experiences of women through their unique literary voices, as a reflection of their history, their current place in society, and their role in imagining our future. Writers and artists to be considered include Karen Russell, Carmen Maria Machado, Jennifer Egan, Lauren Groff, Helen Oyeyemi, Kiki Smith (visual artist), Kara Walker (visual artist), Kara Walker (visual artist), Adrienne Mariee Brown, and Alison Bechdel (graphic novelist).

HISTORY & SOCIAL SCIENCES

FRESHMEN HISTORY COURSES

Global Studies

Also Offered at the Honors Level

3 Trimesters, Credit: 3

In Global Studies, students learn the foundation of historical inquiry. Students will leave the course having practiced presentation skills, research, and writing skills. In this skills-based class, students will learn how to identify and analyze evidence to answer a question. After that, they master how to organize their evidence into a strong outline and write their answer in clear, concise prose with proper citations. Along the way, they will study such topics as the founding of human societies, war, natural disasters, political systems, culture, colonization, and more! Students will leave the course ready to take on the challenges of their sophomore history course.

SOPHOMORE HISTORY COURSES

U.S. History

Also Offered at the Honors Level

3 Trimesters, Credit: 3

What debates were central to the founding of the United States? Which mythologized elements of the country's history are worthy of praise and which require reconciliation? How did the United States grow into an international superpower, and what were the costs of this process of expansion? In this course, students will examine the establishment of the United States and the contradictory foundational principles of representative government, religious freedom, and chattel slavery. They will investigate moments of 'greatness' from the 19th and 20th centuries, and consider the impact of the United States' increasing global role in the 20th Century. Students will emerge from the course having honed their abilities to think critically, source and assess evidence, and support narratives based on corroboration.

UPPERCLASSMEN HISTORY COURSES

(11TH, 12TH, PG)

AMERICAN HISTORY ELECTIVES

We the People: The Citizen and the Constitution Honors

Honors-level course

2 Trimesters, Credit: 2

Created by the Center for Civic Education, this course challenges students to dive deeper into their understanding of the United States' Constitutional Democracy. In this course, students will grapple with the origins of the Constitution, its historical development, its functioning over 235 years, and the contemporary challenges it faces in the 21st century. Students will participate in mock congressional hearings where they will act as members of Congress defending the Constitution and the Bill of Rights. A unifying goal of the course is competing in the Connecticut state competition in January at Yale University.

Significant Cases of the Supreme Court

Also Offered at the Honors Level

1 Trimester, Credit: 1

Since its first decision in 1791, the Supreme Court has been setting precedents for the legal system in the United States that have garnered both praise and criticism. Many decisions have been controversial, and for some, the decisions made decades ago do not hold to contemporary cultural ideals. This course will examine some of the most poignant Supreme Court decisions in United States history, including *Marbury v. Madison*, *Dred Scott v. Sanford*, and *Brown v. Board of Education*. Students will examine the effect that these decisions have had on U.S. culture and the lives of everyday Americans. At the end of the course, the class will choose a past decision to put on trial.

HISTORY & SOCIAL SCIENCES

Black American History, 1945 to Present

Also Offered at the Honors Level

1 Trimester, Credit: 1

Black history is American history. This course will demonstrate how we cannot understand major events and themes in 20th- and 21st-century American history (such as World War II, Vietnam, the War on Drugs, and the Prison-Industrial Complex) unless we study Black History. The class will begin with WWII and quickly shift to study the long Civil Rights movement (which targeted economic inequality, American Foreign Policy, and the War on Drugs). We will explore how, as white Americans waged a violent campaign to first oppose the Civil Rights Movement, and then to reverse the gains of the Civil Rights Movement, Black Americans continued to fight for their Constitutional rights. But the American Black experience is not just one of suffering and pain, and so our class will also explore the joy of Black existence in America through Black cinema (from *Judas and the Black Messiah* to *Get Out*), music (from Rock and Roll to Hip Hop), and so much more.

Civic Engagement and Citizenship

1 Trimester, Credit: 1

What does it mean to be a responsible US citizen? Voting, paying taxes, jury duty, etc. What about being an informed citizen and voting? How about stepping up and helping your fellow man when and where you can? Civic Engagement will help prepare students to be empathetic, caring, and engaged citizens of the United States and the world. The student's final project will be to research and deliver a presentation on an issue facing "their world," including a proposal to address the issue.

Exploring the History of American National Parks

1 Trimester, Credit: 1

From the peak of El Capitan to the summits of Death Valley, dive into the wonder and beauty of the American National Park System and its astonishing history. The course introduces students to contemporary issues in managing the places and programs that make up the U.S. National Park System. Students will learn about the history, values, viewpoints, and ideas that are represented in the more than 400 units of the National Park System, which stretches from Guam to Maine and Alaska to the Virgin Islands. The class will also contemplate the role of the federal agency in charge of the parks, the National Park Service (NPS), including its work in community recreation and historic preservation. The course emphasizes the unprecedented challenges the national parks face in the coming decades, such as climate change, budget shortfalls, and the need to make the parks relevant to an ever-more-diverse society. This course description and curriculum are adapted from the George Wright Society, a group dedicated to the education and connection of National Parks to the United States.

US LGBTQIA History

2 Trimesters, Credit: 2

Being attracted to someone of the same sex, or not identifying with the sex one was assigned at birth, is not a new phenomenon in world history. In fact, in the United States, LGBTQIA history began long before European colonization and has continued ever since. This course will trace the evolution of how terminology pertaining to the queer community has changed over time. From the first criminal conviction for same-sex activity in Colonial New England through to the Supreme Court's decision on *Obergefell v. Hodges*, students will analyze primary sources to find where queer voices are and are not represented. Students will have ample opportunities for independent projects that will allow them to pursue the research avenues that are most compelling to them.

1968: America's Cultural Revolution

1 Trimester, Credit: 1

What do beauty pageant protests, political assassinations, and a debacle of a presidential convention have in common? Instances of each took place in 1968. That year saw uprisings and social change in countries around the world, and the United States was no exception to that season of reform and revolution. What conditions made 1968 so ripe for social and political movements? What long-lasting impact did the activism of that year have? This course will survey major events in the United States happening in 1968 to contextualize that snapshot in time within broader cultural trends of the twentieth century.

HISTORY & SOCIAL SCIENCES

Fighting for Equal Protection

1 Trimester, Credit: 1

The Equal Protection Clause of the 14th Amendment to the US Constitution restricted any state from making or enforcing “any law which shall abridge the privileges or immunities of citizens of the United States,” further prohibiting the denial “to any person within its jurisdiction the equal protection of the laws.” In the years since the 14th Amendment became law in 1868, many marginalized groups fought for their rights under the language of Equal Protection. Driven by an intersectional framework, this course will explore how Black people, women, members of the LGBT community, and immigrants have used the 14th Amendment to secure legal victories and demand the rights of citizenship. Graded assignments will be connected to a course-long project in which students will identify a group that could be served by the Equal Protection Clause today and build a 14th Amendment Toolkit for enacting change.

War on _____

1 Trimester, Credit: 1

In the latter part of the 20th century, it became increasingly common to declare war on ideas rather than countries. Drugs, Communism, and Terrorism all had informal wars declared on them and have had disastrous consequences that destroyed the lives of many. In War on _____, students explore the concept of declaring war on an idea and the long-term impact and ramifications of that decision. Looking at speeches, statistical models, and personal accounts, and investigating the culture around ideas, students will develop a deeper understanding of the economic, militaristic, and societal impact of these wars.

The Desegregation of American Sports

1 Trimester, Credit: 1

Who were the brave men and women who had the courage to change the color of American sports? Jackie Robinson is the name everyone knows, but who are Marion Motley, Chuck Cooper, and the many other athletes who not only changed the sports they loved but also the lives of the children they inspired, and the country that had discriminated against them for generations? This course will allow students to contextualize the changing social history, civil rights efforts, and intersectional realities of American lives of the twentieth century through the lens of sports.

WORLD HISTORY ELECTIVES

Resistance During the Holocaust

Also Offered at the Honors Level

1 Trimester, Credit: 1

Throughout WWII and the Holocaust, countless individuals and organized groups resisted the hate of Adolf Hitler and the Nazi party. This course asks how people find the ability to fight back, especially when facing extraordinary hardship and persecution. How can you resist from far away? How can you resist without any resources? Through the analysis of these historic acts of resistance, racism, and antisemitism, students will engage with how this affects our world today, and evaluate their position as citizens of communities, local and far-reaching. While the content of the course will be anchored in the past, students will be asked to consider the question, “When you see something ethically wrong, what do you do?”

20th Century Fascism

Also Offered at the Honors Level

1 Trimester, Credit: 1

Between World Wars I and II, fascism changed the political momentum of the twentieth century as it began taking root in Europe. This course will look at the rise, development, and outcomes of fascism in Germany, Italy, and Spain between 1920-1945. Beyond focusing on international relations in this era, students will gain an understanding of the characteristics of fascism and fascist leaders and apply their definitions to governments of the past century.

HISTORY & SOCIAL SCIENCES

Flood Myths of Ancient Civilizations

1 Trimester, Credit: 1

What do cultures from the Neolithic and Bronze Ages from all six inhabited continents have in common? People from these regions, though disconnected by geography and time, have told flood myths at the center of their cultural traditions. Students may be familiar with the floods told of in the Epic of Gilgamesh and in the Old Testament, but these examples are just the beginning. This course will use flood myths as a vehicle for a survey of global ancient civilizations. Students will have the opportunity to examine stories from Africa, the Americas, Asia, Europe, and Oceania while simultaneously studying the life ways of the peoples who told them.

PSYCHOLOGY COURSES

Foundations of Psychology

1 Trimester, Credit: 1

The Foundations of Psychology course is designed to introduce students to the various branches of Psychology. It combines foundational concepts with hands-on research and analysis. Throughout the course, students will explore key psychological perspectives while applying the scientific method to real-world situations. The course includes two major research projects: one focused on memory and the other on classical conditioning. Students will design, conduct, and analyze their own studies for these projects. As a capstone project, students will explore a movie or TV character using the DSM-5 criteria.

Social Psychology

1 Trimester, Credit: 1

Social Psychology is the study of how people think about, evaluate, and respond to their social experiences. This class will explore theories and concepts that help explain questions such as: Under what circumstances are people more likely to conform to social pressures? How can people overcome their biases and stereotypes? Students will be encouraged and challenged to think critically about how their personal experiences can be better understood with social psychology theory.

OTHER ELECTIVES

Microeconomics Honors

Honors Level Course

1 Trimester, Credit: 1

Prerequisite: Algebra II

Microeconomics is the study of how households and firms make decisions and how they interact in markets. In this course, students will be able to take a deeper look at this branch of economics. Topics will include supply and demand, elasticity, externalities, firm behavior, the organization of industry, the economics of the labor market, and the theory of consumer choice.

Macroeconomics Honors

Honors Level Course

1 Trimester, Credit: 1

Prerequisite: Microeconomics Honors

Macroeconomics is the study of economic-wide concepts of inflation, unemployment, and economic growth. In this course, students will be able to take a deeper look at this branch of economics. Topics will include measuring a nation's income, cost of living, production and growth, unemployment, the monetary system, and inflation.

HISTORY & SOCIAL SCIENCES

The Echo of the Lion's Roar

1 Trimester, Credit: 1

How has Forman School evolved since its founding in 1930, and where might it go from here? Did you know there were three swimming pools, three air bubbles, and a hockey rink on campus? Did you know there were two schools and two campuses? (Man 12) How about when Albert Einstein was on the Board of Directors? When did Forman integrate? Since 1930 and the time of John and Julie Forman, the school has gone through many evolutions and it may go through more in the future. This class will examine the evolution of the school from its founding in the Great Depression, to the laying of the cornerstone of the VPAC.

The United Nations Universal Declaration of Human Rights

1 Trimester, Credit: 1

Following the atrocities of World War I and World War II, the United Nations, with the extraordinary guidance of Eleanor Roosevelt, crafted the first global declaration of human rights. The declaration includes a preamble and 30 articles outlining the rights of ALL people. During this class, students will examine how the world's nations, including the United States, are holding up to the standards outlined in the Universal Declaration of Human Rights. For their final project, students will identify and research a community/global need and create a plan to address it that could be put into action.

SCIENCE

FRESHMEN SCIENCE COURSES

Integrated Science 9

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Integrated Science is the required 9th-grade lab science. This course integrates the main concepts of chemistry, physics, and biology and serves to build a foundation for future science classes. Students will leave the course with an understanding that the main disciplines of science are interconnected. Integrated Science will focus on topics such as matter, energy, and the characteristics of life. These topics will be tied together as we end the semester studying ecosystems and the cycles of matter and energy through the organisms in an ecosystem. Through labs and activities, students will improve their scientific practices of asking scientific questions, designing and executing experiments, analyzing data, group collaboration, and problem-solving.

SOPHOMORE SCIENCE COURSES

Biology

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Biology explores an appreciation of the beauty of life from its simplest composition at the molecular level to the global spectrum of complex ecological issues. Students will investigate topics such as the chemistry of life, cellular energy reactions, the cell cycle, heredity, ecology, and evolution while working hands-on through laboratory experiments and gaining essential laboratory skills. Students in the 10th grade who have not previously taken a biology course will be required to enroll in a full year of Biology at the Honors or non-Honors level.

Chemistry

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Corequisite: Algebra II

In this course, students will study what matter is made of, how it behaves and changes, and the role of energy in those changes. This is a lab science, so there will be an emphasis on the process of science and how we know what we know through hands-on explorations, virtual labs, and discussion of historical experiments. We will begin with a simple model of matter and add complexity as it is needed to describe more complicated phenomena. Students will develop mastery of fundamental chemistry concepts, problem-solving skills, analyzing data and graphs in relation to hypotheses, and making scientific arguments based on available evidence. In the honors section, students will work at an accelerated pace and complete more challenging assignments and assessments.

UPPERCLASSMEN SCIENCE COURSES

(11TH, 12TH, PG)

BIOLOGY COURSES

Genetics

1 Trimester, Credit: 1

By studying genetics, students will gain an understanding of heredity and the impact it has on an organism's function and appearance. This is built on preexisting knowledge of cells and chromosomes and builds on the concept of cell division. Students will learn topics such as Mendelian inheritance, and how to use and interpret Punnett squares, and will discuss new and upcoming topics in gene editing.

SCIENCE

Human Evolution

1 Trimester, Credit: 1

What makes us human? Is it biological or social? This non-lab course dives into the timeline of human evolution, which is estimated to span upwards of seven million years. Students will learn about humans and their ancient hominid relatives and why anthropologists today study primates for answers about our ancestors. Students will leave the course with the understanding that human evolution is a fascinating blend of history and biology while utilizing core concepts of the scientific method and evolutionary biology.

CHEMISTRY

Chemistry

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Corequisite: Integrated Math III

In this course, students will study what matter is made of, how it behaves and changes, and the role of energy in those changes. This is a lab science, so there will be an emphasis on the process of science and how we know what we know through hands-on explorations, virtual labs, and discussion of historical experiments. We will begin with a simple model of matter and add complexity as it is needed to describe more complicated phenomena. Students will develop mastery of fundamental chemistry concepts, problem-solving skills, analyzing data and graphs in relation to hypotheses, and making scientific arguments based on available evidence. In the honors section, students will work at an accelerated pace and complete more challenging assignments and assessments.

Advanced Chemistry Honors

Honors Level Course

3 Trimesters, Credit: 3

Prerequisites: Chemistry, Algebra II

In this course, students will build on their introductory knowledge of chemistry to engage in more in-depth explorations of complex ideas. We will revisit and expand upon topics such as chemical bonding, aqueous equilibria, acid-base chemistry, and thermodynamics. New topics will include kinetics, oxidation-reduction reactions, quantum mechanics, and organic chemistry. This is a lab science, so labs will be part of the course, both as formative explorations and summative assessments, with an emphasis on designing experiments. This advanced course will be similar in depth and complexity to an introductory college-level chemistry course.

PHYSICS

Physics Honors

Honors Level Course

3 Trimesters, Credit: 3

Corequisite: Pre-Calculus

Physics is the most fundamental and exact of the physical sciences, dealing with the structures of matter and the behavior of objects in our universe. This year-long curriculum provides an understanding of the basic principles involved with physical concepts and the ability to apply these principles in the solution of problems. The course content includes topics in mechanics, forces, momentum, kinetic theory, electricity, waves and optics, and explorations in 21st-century physics. Regular laboratory sessions and demonstrations teach analytical techniques, reinforce lecture concepts, improve writing skills, and stress the importance of following directions.

FORENSICS

Forensic Psychology

1 Trimester, Credit: 1

Can you trust your eyes? This course will cover the effectiveness of eyewitness testimony and interrogation techniques based on the psychology of perception and memory. Perception and memory will also be used to examine bias in law enforcement and profiling. Students will learn about these topics through hands-on activities and discussions, and will demonstrate their knowledge through labs and debates.

Forensic Anthropology

1 Trimester, Credit: 1

This course will cover the use of skeletons in investigations. Students will learn basic skeletal anatomy as well as how bones are found, collected, and analyzed. Students will investigate just how much scientists are able to learn from bones and how this information is useful in an investigation. Labs and hands-on investigations will drive this class and will be accompanied by presentations, discussions, and case studies. Lab reports will be part of the curriculum. This course will culminate in solving an on-campus decomposed body mystery.

Criminalistics

1 Trimester, Credit: 1

Criminalistics is the study and evaluation of physical evidence at a crime scene. Students will learn what evidence investigators look for, how they collect it, how it is analyzed, and how reliable the evidence is. Fingerprints, blood, hair, fiber, and trace evidence are examples of the data that will be collected, analyzed, and discussed. This course will focus on labs as the driving force of investigating and learning. The course will culminate in solving a campus “crime.”

ANATOMY AND PHYSIOLOGY

(will satisfy Biology requirement, if needed)

Three courses are required to earn three full credits.

The Anatomy of Protection - Your Body's Defense Against the Dark Arts

1 Trimester, Credit: 1

Animals have evolved, what amounts to, very sophisticated killing machines whose sole purpose is to protect you and keep you healthy. Sometimes those machines are indiscriminate, and some are incredibly selective in their choice of victim. You are probably familiar with the different ways your body protects itself; anytime you got sick or had an allergic reaction to something, your protective systems were hard at work performing their primary tasks. In this course, students will be researching and exploring all the ways that your body protects itself from things like chemicals, viruses, parasites, cancers, and other invaders in order to make more informed decisions about their overall health. Students will engage in a variety of labs and hands-on projects, including modeling building and game design.

The Anatomy of Digestion - What Goes in Must Come Out

1 Trimester, Credit: 1

The digestive system is an elegantly complicated system whose function is to take in nutrients for the rest of the body and eliminate waste. With each meal, your body absorbs lipids, carbohydrates, proteins, vitamins, and minerals to be distributed, used, and stored. Our overall health is so closely tied to our digestive system and what we take in that simply changing our food choices can have dramatic effects. It's no wonder that the diet and nutrition industry is a multibillion-dollar enterprise! In this course, students will explore and understand the function of the human digestive system through labs and hands-on projects. Students will enrich their understanding by researching the causes and potential treatments of digestive disorders and extend this understanding by researching and presenting how different diets impact your digestive system, and overall health.

SCIENCE

Embryology

1 Trimester, Credit: 1

In this class, we will be diving into embryology. Through the development of chicks in our incubator, we will watch the daily milestones and compare their development to human development in the womb. In each class, we look at the development of each chick assigned to each student as they develop over 21 days in the egg. We will look at the evolution of vertebrates and how, for the first eight weeks, many vertebrates have the same characteristics...like a tail! This class is a lab class and will use equipment such as incubators, candlers, and microscopes. Students will also keep an embryology journal as part of their study.

CLIMATE CHANGE AND SUSTAINABILITY

The Climate Challenge Honors

Honors Level Course

3 Trimesters, Credit: 3

Climate Change is one of the most consequential and dynamic challenges of our time. Temperatures and sea levels are rising; severe storms are becoming more frequent and intense; droughts threaten global food supply; and our world is increasingly becoming ill-equipped to withstand these changing, and often unpredictable, environmental conditions. What's worse: it's accelerating. Many argue that climate change is caused by a rigid, short-sighted system of world affairs, and to solve this great, global problem, we need leaders who think differently. In this course, students will dig into the climate science that explains the observed changes in weather. They will track data and learn how to communicate complex systems. They will think deeply about the causes and potential solutions of climate change, and they will work towards a project to make real change here in Connecticut. To solve this global challenge, young people will need to challenge themselves by developing the insights and skills of a changing world, which they will be able to do in this course.

CONSERVATION AND WILDLIFE SCIENCES

International Wildlife Law

1 Trimester, Credit: 1

This course looks at laws governing wildlife all over the globe. These laws are often overlooked, but it is why many of our species have survived, i.e., the Bald Eagle. What laws govern endangered and threatened species? We will look at 5 case studies, including: Amur Tiger, African Lion, African and Asian Elephants, Jaguar, and our local Bobcat. This class will be full of class discussion and case studies. This is a project-based and a chance to work with endangered species in CT.

Wildlife Tracking and Signs

1 Trimester, Credit: 1

Tracking animals is an art as well as a science, and has many unique skill sets. Tracking can provide a storyline as to animal behavior and how animals interact with each other in the same habitat. In this class, students will learn very specific skills in tracking, even identifying adults/juveniles and males/females. Each species has a unique track specific to its needs. We will work as a team to understand the wild neighbors that share the campus.

Ichthyology

1 Trimester, Credit: 1

Because of the great importance of fish as human food, economic ichthyology is a significant science. In this class, we will be raising fish in our lab as well as catching species in the field for dissection. We will touch on the field preparation of fish for consumption as one of our lab classes as well. We will look at fish farms and how species are raised.

SCIENCE

Amphibians and Reptiles

1 Trimester, Credit: 1

This course is dedicated to the study of frogs, toads, newts and salamanders, turtles, snakes, lizards, alligators, and crocodiles. Most amphibians have complex life cycles with time spent on land and in the water. Their skin must stay moist to absorb oxygen and therefore lacks scales. Reptiles have dry skin and seek to live not only on land but in water as well. Students in this class will understand the anatomy, physiology, and habitat requirements of these unique animals. To do this, students will do a species inventory on our beautiful campus and find, process, and identify each of the species found. Inventorying species can influence their status and future management, therefore, we will be recording all species found and contributing the species list to the Forman School archives.

ROBOTICS AND TECHNOLOGY

Robotics

1 Trimester, Credit: 1

This trimester and project-based curriculum teaches the design process in an engaging, hands-on manner to help teachers challenge, motivate, and inspire their students. By moving students through an actual engineering project, students quickly understand the relevance of what they are learning. The curriculum is created to ensure that students with varying learning styles, which fit the Forman model, and levels can accomplish the lesson goals. No prior robotics experience is required; beginners are able to advance sequentially through the units to gradually increase their knowledge and skill level. Students will walk through the design and build a mobile robot to play a sport-like game. Each year the game changes and is announced at the "worlds competition" in April. During this process, they will learn key STEM principles and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or on the world stage in the VEX Robotics Competition.

Advanced Robotics

1 Trimester, Credit: 1

Prerequisite: Robotics

Advanced Robotics is a course that can be taken by students in their second year of robotics at Forman. This course is geared toward competition and builds on the programming skills learned the year before. In this course, students use their engineering notebooks each class to record each design both mathematically, in sketches, and narratively. Students become active in the engineering process and design. They become more aware of strategic planning and design and compete in the Vex games earlier and more often.

TROPICAL ECOLOGY SEMINAR

Tropical Ecology Seminar Honors

Honors Level Course

3 Trimesters, Credit: 4.5 including The Forman Rainforest Project Winterim

Prerequisite: Biology; An Interview is Required to be Chosen for this Course

The Tropical Ecology Seminar focuses on current global environmental issues by studying how they have impacted the tropical rainforest. The curriculum focuses on four major areas: field research skills, critical thinking skills, an in-depth view of tropical biology, and the complex issues of tropical deforestation. Each unit demands a considerable amount of time outside the classroom conducting independent research. Students focus on one of five ongoing research projects in class and in the rainforest of Costa Rica. This course is devoted to the study of the world's rainforests, culminating in two weeks of field study in Costa Rica. The results of this field study will be presented to local community groups. This course is taught with college-level material. An interview process is required to be chosen for this course by a group of students and trip leaders. This course travels to the rainforest of Costa Rica at an additional cost, during the Winterim period.

HEALTH AND PHYSICAL EDUCATION CLASSES

The Integrated Health and Physical Education curriculum embraces a holistic approach to health and overall wellness, ensuring a well-rounded exploration of essential concepts related to personal well-being and physical fitness. Students actively participate in a combined one-trimester course, achieving a harmonious balance between Health and Physical Education. The Health component specifically targets mental, physical, and emotional well-being, addressing topics tailored to students during adolescence. Concurrently, the Physical Education segment engages students in diverse physical activities, fostering physical fitness, teamwork, and motor skills development. The curriculum is meticulously crafted to equip students with indispensable tools for navigating life comprehensively. Evaluation for this integrated course is conducted on a Pass/Fail basis, promoting a holistic assessment of students' health knowledge and physical capabilities, ultimately empowering them to actively maintain their overall well-being.

Health and Physical Education 9

1 Trimester, Credit: 1, Pass/Fail

Required for all 9th grade students

This foundational course seamlessly blends Health and Physical Education, providing 9th-grade students with a thorough exploration of well-being. The Health component lays the foundation for holistic health, encompassing mental well-being, decision-making, nutritional awareness, and self-esteem. Concurrently, the Physical Education segment introduces fundamental concepts of aerobic fitness and weight training, contributing to improved cardiovascular health and strength. Various physical activities, both individual and team-based, are incorporated to foster a well-rounded understanding of fitness and teamwork.

Health and Physical Education 10

1 Trimester, Credit: 1, Pass/Fail

Required for all 10th grade students

In the sophomore year, this course builds on the foundational concepts introduced in the freshman curriculum. The Health component of the course emphasizes stress management techniques, nutritional foundations, and essential topics encompassing alcohol awareness, drug education, sex education, and tobacco prevention. Simultaneously, the Physical Education component of the course explores a variety of activities, promoting the further development of students' physical abilities. This holistic approach encourages students to enhance their athletic prowess while cultivating a profound appreciation for sportsmanship and overall physical fitness.

Health and Physical Education 11

1 Trimester, Credit: 1, Pass/Fail

Required for all 11th grade students

In the junior year, this course combines an exploration of social dynamics with physical activities for 11th-grade students. The Health component of the course delves into intellectual prowess, the significance of establishing healthy boundaries, empathy, stress-coping mechanisms, and optimal nutrition for performance. Concurrently, the Physical Education component encompasses a variety of activities, fostering the enhancement of students' physical abilities, teamwork, and a broad appreciation for diverse athletic pursuits within this integrated curriculum.

Health and Physical Education 12

1 Trimester, Credit: 1, Pass/Fail

Required for all 12th grade and PG students

In the culminating year, seniors explore advanced topics in mental health advocacy and refine social and relationship skills while fostering critical thinking. The Health component of the course covers conflict resolution, diseases, environmental and community health, along with first aid and CPR. Simultaneously, the Physical Education component of the course includes a diverse range of activities, contributing to the preparation of seniors for a lifelong commitment to holistic health and a variety of recreational pursuits beyond high school.

SCIENCE

Path to Personal Training - Grade 12

1 Trimester, Credit: 1, Pass/Fail

This course is designed to prepare you for the National Strength & Conditioning (NSCA) Certified Personal Trainer (CPT) exam. It covers essential concepts such as exercise science, program design, client assessment, nutrition basics, and professional conduct. Through a blend of theory and practical application, you'll learn how to design personalized training programs, understand the fundamentals of human movement, and provide guidance for clients to achieve their health and fitness goals. The course includes study materials, practice exams, and strategies to help you pass the certification exam with confidence.

Foundations of Dialectical Behavioral Therapy

1 Trimester, Credit: 1, Pass/Fail

This course introduces Dialectical Behavioral Therapy (DBT), focusing on practical skills to enhance emotional regulation, mindfulness, and interpersonal effectiveness. Students will explore mindfulness practices, emotion awareness, and strategies for taking control of emotions through balanced reasoning and lifestyle changes. The curriculum emphasizes acting effectively rather than reacting impulsively, transforming judgments into nonjudgments, and understanding the importance of emotions through validation and reality acceptance. Topics include coping strategies, self-soothing techniques, mood improvement, goal setting, and relationship building, culminating in the practice of radical acceptance and self-assessment to integrate these skills into daily life.

MATHEMATICS

The Mathematics Department provides a stimulating and challenging curriculum for students with various mathematical backgrounds. Instead of focusing solely on content coverage as a gauge for success, teachers emphasize building confidence and accuracy of computation when problem-solving. Through this approach, we strive to cultivate confident, lifelong learners with sound math fluency and problem-solving skills when they enter college. All students taking a math class are expected to have a calculator for use in the classroom and on their homework. Students who do not have their calculator at the beginning of the year can purchase one through the School store during the first week of classes.

Pre-Algebra

3 Trimesters, Credit: 3

This introductory mathematics course introduces students to foundational algebraic concepts and prepares them for more advanced mathematics. Topics include variables, expressions, integers, solving equations, multi-step equations and inequalities, factors, fractions, exponents, rational numbers, equations, ratio, proportion, probability, and percents. Additional topics may include linear functions, real numbers and measurement, area, and volume. Through problem-solving and application, students will develop the skills necessary to tackle algebraic challenges and build a strong mathematical foundation.

Algebra I

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Prerequisite: Pre-Algebra or Equivalent

This course introduces students to fundamental algebraic concepts, emphasizing problem-solving, critical thinking, and real-world applications. Core topics include equations, inequalities, linear functions, systems of equations, and quadratics, with additional topics such as an introduction to exponential functions and scatter plots. Students will develop skills in analyzing relationships, graphing equations, and solving problems using algebraic methods. This course provides a strong foundation for higher-level mathematics and practical applications in science, technology, and everyday life.

Geometry

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Prerequisite: Algebra I or Equivalent

This course explores the properties of shapes, transformations, and spatial reasoning while developing logical thinking and problem-solving skills. Topics include angle pair relationships, classifying triangles, congruence, special quadrilaterals, polygons, similarity, trigonometry, circles, and three-dimensional geometry. Additional topics such as coordinate geometry, constructions, proofs, and applications of probability may be explored. Students will apply geometric concepts to real-world problems, strengthen their reasoning skills, and build a strong foundation for advanced mathematics.

Algebra II

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Prerequisite: Geometry or Equivalent

This course builds upon foundational algebraic concepts, focusing on advanced functions, equations, and mathematical reasoning. Topics include quadratic functions, polynomial functions, rational functions, power functions, exponential functions, logarithmic functions, inverse functions, and an introduction to trigonometric functions. Additional topics such as inferential statistics and matrices may also be included. Students will deepen their understanding of algebraic relationships, enhance their problem-solving skills, and apply mathematical concepts to real-world scenarios. This course prepares students for higher-level math courses and applications in science, engineering, and data analysis.

MATHEMATICS

MATHEMATICS ELECTIVES

Pre-Calculus

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Prerequisite: Algebra II or Equivalent and Department Recommendation

This course is designed for students who are interested in the study of mathematics up to and through calculus in the future. The curriculum consists of many traditional topics, including quadratic and polynomial functions, inverse functions, complex numbers, exponential and logarithmic functions, and trigonometric functions and identities, as well as other skills students will need for success in calculus.

Calculus Honors

Honors Level Course

3 Trimesters, Credit: 3

Prerequisite: Pre-Calculus or Equivalent and Department Recommendation

This introductory course explores the building blocks of calculus, the mathematical backbone of fields such as economics, business, biology, and the social sciences. Students will develop a strong conceptual understanding of limits, derivatives, and integrals, using them to observe change, optimize functions, and solve real-world problems. Emphasizing critical thinking and mathematical reasoning, this course provides a strong foundation for further study in advanced mathematics and related fields.

Advanced Calculus Honors

Honors Level Course

3 Trimesters, Scheduled Every Day, Credit: 6

Prerequisite: Calculus Honors or Equivalent and Department Recommendation

This rigorous, college-level course builds on the fundamental concepts of calculus through a blend of theory, problem-solving, and real-world applications. The course will expand on limits and continuity, derivatives, and integration. Topics of further exploration and exposure include improper integrals, partial fraction decomposition, integration techniques, sequences, series, parametric equations, and polar curves. Additionally, this course will introduce differential equations and demonstrate practical integration applications, solving real-world problems in science, engineering, and economics.

Probability

1 Trimester, Credit: 1

Prerequisite: Algebra II or Equivalent

Probability is a course that allows students to understand the scope of all possible outcomes, determine their likelihood, and better make predictions about the world around them. Any study of probability is also accompanied by counting possibilities, so this course contains introductory combinatorics topics as well as basic probability, conditional probability, and probability distributions. In addition, students will learn the far-reaching applications of probability, from game-show simulations to philosophical quandaries!

Statistics

1 Trimester, Credit: 1

Prerequisite: Algebra II or Equivalent

Statistics provides an in-depth look at the study of statistics and how it relates to the world around us. Students will learn how to use technology to collect, organize, and analyze data, as well as learn to determine good from bad in data, graphs, and predictions. Topics covered include data classification, graphical displays of data, measures of central tendency, percentiles, distributions, and z-scores.

MATHEMATICS

Personal Business and Finance

1 Trimester, Credit: 1

Prerequisite: Algebra II or Equivalent

In this applied mathematics course, students will learn to make ethical and thought-out consumer and financial decisions that impact themselves, their families, and their local and global communities. Topics in this course include discretionary expenses, banking services, consumer credit, automobile ownership, income taxes, and independent living. The goal will be for students to be able to apply these essential life skills successfully while making the connection to mathematics.

WORLD LANGUAGE

The World Language Department aims to provide all students with the opportunity to study a second language, regardless of their individual learning styles. Teachers foster an appreciation for other cultures and people, and prepare students for college study and their future roles in the world community.

Spanish I

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Students will begin their introduction to Spanish by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. At this level, instruction is provided in Spanish and English. Students should expect to: become familiar with common vocabulary terms and phrases; comprehend a wide range of grammar patterns; participate in simple conversations and respond appropriately to basic conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and take frequent assessments where their language progression can be monitored.

Spanish II

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Prerequisite: Spanish I

Students will continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices that reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries, and take frequent assessments where their language progression can be monitored. In this course, students will also read a book. By the second half of the course, the class is conducted almost entirely in Spanish.

Spanish III

Also Offered at the Honors Level

3 Trimesters, Credit: 3

Prerequisite: Spanish II

This course focuses on the past, future, and compound tenses - vocabulary usage and contextual comprehension are essential. This course builds upon fundamentals learned and mastered in Spanish I and II. The same emphasis that Spanish I and II had in pronunciation, grammar, vocabulary, useful phrases, and the ability to understand, read, write, listen, and speak simple Spanish will continue in this course. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices that will reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to: understand common vocabulary terms and phrases; use a wide range of grammar patterns in their speaking and writing; participate in conversations and respond appropriately to conversational prompts; analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries; and take frequent assessments where their

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language progression can be monitored. Upon course completion, students should be able to communicate, understand, and interpret written Spanish on a variety of topics. This course is instructed entirely in Spanish with little English spoken by the instructor.

Spanish IV Honors

Honors Level Course

3 Trimesters, Credit: 3

Prerequisite: Spanish III

In this course, the student will master the skills of listening, speaking, reading, and writing. Students are expected to speak the target language in class. There is more stress on reading and writing at this level. Students are able to engage in conversation and comprehend another person's dialogue without much repetition. Topics go well beyond basic needs and include personal and family affairs, current events, school, work, etc. Students can comprehend descriptions and narration referring to past, present, or future events. They can comprehend dialogue about special fields of interest and narratives of a nontechnical or specialized nature. There is increased comprehension of in-depth material about special interest topics used in class. Grammar control includes all but the infrequently used and the most complex forms and word order problems. Students work toward building a larger reading, speaking, and listening vocabulary through the use of materials representative of the Spanish-speaking culture. There will be a review of grammar concepts previously learned, and a few remaining advanced grammar concepts will be taught.

Spanish V Honors

Honors Level Course

Prerequisite: Spanish IV Honors

This advanced-level course is designed for students who have successfully completed Spanish IV Honors or the equivalent and are ready to engage in a rigorous, immersive study of the Spanish language and the diverse cultures of the Spanish-speaking world. This course emphasizes proficiency in the three modes of communication—interpretive, interpersonal, and presentational—through the exploration of authentic materials such as news articles, literature, podcasts, films, and visual art. Students will examine a variety of global themes, including contemporary life, science and technology, beauty and aesthetics, families and communities, personal and public identities, and global challenges. Through thematic units, students will deepen their understanding of cultural perspectives and sharpen their ability to express themselves fluently and confidently in both spoken and written Spanish.

American Sign Language I

3 Trimesters, Credit: 3

Students will be introduced to the fundamentals of this visual-gestural language (receptive and expressive), as well as learn about the culture, community, and history of deaf people. Students begin by acquiring vocabulary, which quickly moves into signing sentences, and ultimately, dialogues; in learning any language, conversational context is important. American Sign Language structures have both similarities and differences to English and use grammar as an aid to understanding the language rather than the main focus. Students are assessed both receptively as a whole class and expressively with individual and group projects. Students will be using the text, *Master ASL! Level 1* by Jason Zinza. Students will also have the opportunity to attend deaf events outside of school and use other educational materials to enrich their understanding of deaf culture and community.

American Sign Language II

3 Trimesters, Credit: 3

Prerequisite: American Sign Language I

In American Sign Language II, students will continue to learn language structures and acquire vocabulary, as well as explore the culture, community, and history of deaf people. Students will engage in activities that promote the practice of linguistic features to develop discourse based on prior knowledge learned in the American Sign Language I course. The conversational context will become more advanced and incorporate more complex language structures. This course will also provide access to the conversational and functional use of sign language and visual vernacular. Receptive and expressive language skills will continue to be assessed using a variety of methods, including whole class, individual, and group projects.

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American Sign Language III

3 Trimesters, Credit: 3

Prerequisite: American Sign Language II

In American Sign Language III, students will continue to learn language structures and acquire vocabulary based on their acquired knowledge at the ASL I and II levels. Students will develop a more in-depth understanding of the culture, community, and history of deaf people as well. Students will engage in activities that promote the practice of linguistic features to develop discourse based on prior knowledge learned in the American Sign Language I and II courses. The conversational context will become more advanced and incorporate more complex language structures. This course will also provide access to the conversational/functional use of sign language and visual vernacular. Receptive and expressive language skills will continue to be assessed using a variety of methods, including whole class, individual, and group projects.

American Sign Language IV Honors

Honors Level Course

3 Trimesters, Credit: 3

Prerequisite: American Sign Language III

American Sign Language IV Honors is an advanced language course in which students will continue to develop and practice language structures and acquire vocabulary. Students will continue to develop a more in-depth understanding of the culture, community, and history of deaf people as well. Students will engage in activities that promote the practice of linguistic features to develop more intensive discourse based on prior knowledge learned in the American Sign Language I, II, and III courses. The conversational context will be practiced at an advanced level and will incorporate more complex language structures. This course will also provide access to the conversational/functional use of sign language and visual vernacular with opportunities to converse fully "voice-off". Receptive and expressive language skills will continue to be assessed using a variety of methods, including whole class, individual, and group projects.

STUDIO ARTS

Introductory Ceramics

1 Trimester, 1 credit

Introductory Ceramics is a course for students who are new to ceramics at Forman. In this class, students will primarily develop hand-building skills, learning pinch, coil, and slab techniques for building. As students progress and build skills, opportunities for learning to throw on the wheel may arise. Students will learn and implement different surface design techniques throughout the creative process, from wet clay to glazing. Students will build an understanding of studio practices, firing techniques, and terminology.

Ceramics

1 Trimester, 1 credit

Prerequisite: Introductory Ceramics

Ceramics is a course for students looking to advance their pottery skills at Forman, either expanding their exploration of hand-building techniques or developing their practice of throwing on the wheel. Students will be challenged to focus on refining their work, responding to more defined prompts to inform the creative process, and using different techniques throughout the development of their pieces. A higher weight will be placed on creating pieces that balance form and function with sculptural, creative aspects. Students will further build their understanding of studio practices, firing techniques, and terminology, potentially assisting in these practices.

Metalsmithing Fundamentals

1 Trimester, Credit: 1

Students will engage with metals and jewelry-making through fundamental projects and skill-building. Effectively sharing the metals room will be prioritized with shop safety, clean-up, learning how to use correct terminology, and deepening respect for the artistic practice. This class will help students to make skill samples step-by-step and build confidence in a room with challenging tools and materials. Students will plan and create projects that apply the skills learned in a meaningful way. By the end of the class, students will have created at least three projects along with an assortment of skill samples.

The Art of Metalsmithing

1 Trimester, Credit: 1

This class focuses more on the in-depth analysis of sculptural metalsmithing. Jumping right into the safety and basics of creating with such a medium, students will be challenged with visually designing and implementing methods to create personal projects that are thematically tied to their classmates. Students will also engage in research of metalworking techniques, history, and aesthetics. A component of drawing is utilized as part of planning project intents and sketching out ideas to share. While this course is individually tailored, fundamental vocabulary, historical understanding, and demonstrations will lead the classroom community to success.

Studio Art

1 Trimester, Credit: 1

A general studio art class focused on fundamentals and building up art skills. This course will address basic art and design skills in drawing and composition, principles of two-dimensional, and figure drawing. This course is specifically designed for students interested in exploring their creativity and developing foundational skills in art and design.

Advanced Studio Art

1 Trimester, Credit: 1

This course is for students wanting to take an advanced-level art class in various studio art mediums such as drawing, painting, and mixed media. Students will develop previous skills in painting and drawing to develop a body of work from new styles and techniques. Students will develop their own projects and goals at the beginning of the trimester. Once projects have been approved by the teacher, each student will work towards creating their work and exploring a variety of materials to use. We will study work by artists who use a variety of mediums in their practices.

Visual Arts Portfolio

Juniors, Seniors, and PG

1 Trimester, Credit: 1

In this course, students will begin or build upon a portfolio of work for their college applications or personal achievements. Students will research portfolio requirements for each school they are applying to. By the end of the trimester, students will have worked towards portfolio completion, photographing all 2D/3D work for their digital representation, artist talks, work critiques, reflective writing, and artist's statements. All students will be required to produce a refined and comprehensive portfolio with specific requirements established in the course syllabus as well as being responsible for the display and presentation of their work as assigned. Students who choose to repeat the course will need to establish specific goals for independent investigation with the teacher, who extends the scope of the course for that student.

PAINTING AND DRAWING

Multiple Mediums: Drawing, Painting, and Photography

1 Trimester, Credit: 1

This course will combine parts of our own photography, drawing, and painting into finished artwork. We will explore spatial relations, how we can blend three mediums into one work, and whether it results in a more impactful finished piece. Keeping all three mediums on the same 2D surface, students will decide which part of the photograph they will keep as a photograph and which part they will create into drawings and paintings. We will study work by artists Ben Heine, Mary Iverson, and Aliza Razell.

Drawing and Painting

1 Trimester, Credit: 1

This course is designed to provide students with basic skills in drawing and painting. Learning to “see” through extensive observational drawing, students will complete a range of assignments from short, rough studies to more thorough and complete works. Students will develop technical and expressive drawing skills while exploring line, form, volume, shading, and composition. An introduction to painting will include color mixing, application, and theory. Students will learn about painting through instruction and skill practice, exploration, and the study of famous artists and art styles. Creativity and self-expression will be encouraged, as students will be given freedom while working within the parameters of class assignments.

Storytelling through Illustration

1 Trimester, Credit: 1

This course will build on the current drawing and painting skills of a student who is inspired to explore storytelling through visual images. Students will be challenged to explore existing myths and stories to create personal interpretations through their own illustrations. There will be a variety of visual storytelling from comics and graphics to allegorical painting. As part of the course, students will choose a visual storyteller to research and share. There will be daily starter activities to develop skills, and students will keep an ongoing sketchbook. There will be three more in-depth projects: one inspired by another artist, one intended as a personal narrative/myth, and one that will be a story interpreted in multiple ways.

CULINARY ARTS

Local and Seasonal Food Preservation & Fermentation

1 Trimester, Credit: 1, Pass/Fail

Explore local growing seasons and zones. Discuss the environmental impact of local vs. imported foods. Explore different preservation methods and create preservation plans while determining local produce availability. Students will learn hands-on preservation techniques including canning vegetables, salsas, jams and jellies and fermenting vegetables for sauerkraut and kimchi. The course will also cover making yogurt and kefir. Students will explore local farm options and collaborate with area food banks.

Great American Bake-Off

1 Trimester, Credit: 1, Pass/Fail

Learn the science, art, and history of American baking in a fun and friendly competitive environment. Students will learn basic baking skills, food safety, how to read and modify recipes, and work both independently and collaboratively in baking challenges. Students will explore quick and yeast breads, pies and pastries, cakes, cookies, and bars.

Kitchen Confidence: Cooking Made Simple

1 Trimester, Credit: 1, Pass/Fail

This course is designed to build students' confidence in the kitchen and make cooking accessible and fun while teaching cooking fundamentals, kitchen safety, and basic techniques. The goal of the course is to develop lifelong cooking skills. Students will learn to research and read recipes, prepare a variety of dishes, and better understand ingredients. The class will explore breakfast items, soups, simple side dishes, baking and desserts, balanced meals, and cooking for special occasions.

PHOTOGRAPHY

Introduction to Digital Photography

1 Trimester, Credit: 1

In this course, students will learn basic camera functions and how to capture a variety of different styles of photography while using those functions. This will allow for more creativity in their work. Other topics covered will be image composition, depth of field, shutter speed, an introduction to different types of photography, and basic image editing on the computer using Adobe Photoshop.

Darkroom Photography

1 Trimester, Credit: 1

Starting with the basics, students will learn how to develop 35mm film in the darkroom. Students will then print their photographs using enlargers and chemical baths. Working in the darkroom provides students with an opportunity to slow down, spend time with each image, and really understand the impacts that technical and aesthetic choices have on a final photograph. Learning to develop film and prints informs how students think about light, time, and photography as a whole. Students get the chance to work in a professional darkroom, sharing equipment and methods that have been refined over the lifetime of photography.

Advanced Photography

1 Trimester, Credit: 1

Prerequisite: Introduction to Digital Photography or Darkroom Photography

In this course, students will develop a photographic portfolio in either darkroom or digital photography. Emphasis will be placed on students using the camera in full manual mode to capture the images the way they want them to be seen. We will explore different forms of light, composition, visual messaging and photo editing. Students will design their own projects and goals at the beginning of class and establish their daily workflow throughout the trimester. We will study work by photographers Ansel Adams, Carrie Mae Weems, and others.

THEATER AND DRAMATIC ARTS

Acting I

1 Trimester, Credit: 1

The class is meant to help students learn about the craft of acting through the use of improvisation games and theater exercises. Memorization, rehearsal, and performance of selected scenes and monologues from a variety of classic and contemporary plays in various genres will also be expected. Students will learn to work collegially and professionally with a variety of partners as well as perform solo. Prior acting experience is not required; the class is open to anyone and can help build basic skills such as memorization and public speaking.

Advanced Acting

1 Trimester, Credit: 1

Prerequisite: Acting I

This course will build on the skills learned in Acting I. Through the use of scenes from plays, students will begin to explore the acting methods of Stanislavsky, Meisner, and Strasberg. It will emphasize the actor's input into the process of creating a role. Memorization, rehearsal, and performance of selected scenes and monologues from a variety of classic and contemporary plays in various genres will also be expected.

The Art of the One-Act Play

1 Trimester, Credit: 1

Through readings, discussions, and rehearsals of One-Act Plays, students will explore foundation acting skills. Students will engage in group work, memorization, and public presentation as they work toward a common goal of a course-end performance of their one-act. Through this course, the students will learn how to work cooperatively towards a common goal.

Theater Production and Design

1 Trimester, Credit: 1

Theater Production and Design is a hands-on course designed to expose the student to all aspects of technical and backstage theater. Students will learn about costume and prop design, as well as stage management. There will be a focus on set and lighting design. The class will use the fall and winter productions to learn how to read a script for the purposes of designing the sets and lighting, creating the design, ordering materials, and finally realizing the design, as the class will also build the set and hang the lighting for the shows.

The Art of Conversation

1 Trimester, Credit: 1 in Art or English

The Art of Conversation: a disguise for public speaking! Students will practice public speaking through a series of activities that involve debate, discussion, recitation, and presentation. We will use conversation starter cards, as well as current events from society, arts and entertainment, and sports, as the basis for our daily activities. Some projects will include creating a public service announcement, delivering a newscast, and reciting a dramatic reading. This course will help students strengthen important conversational skills such as projection, expression, eye contact, listening, and responding.

Evolution of Musical Theater

1 Trimester, Credit: 1

This course is designed to show how the evolution of musical theater grew from being a mere form of entertainment to art imitating life, and how it is used now to sometimes shed light on world issues that were never before talked about within the context of musical theater. This course will revolve around the most influential musicals from the past 6 decades (the 1960s through the present). The class will watch the musicals from a compiled list and discuss why these musicals changed the face of musical theater. We will focus on their impact, not only regarding theater but also on their relevance to society at the time. Projects will include writing a short review for each of the musicals that we watch. There will be a final project where the class will be picking a musical of their own choosing that they have seen, or want to see, and write a summary of the show as well as why it is a popular or important piece of theater.

VIDEO AND FILM

Introduction to Narrative Filmmaking

1 Trimester, Credit: 1

This workshop class is an introduction to the filmmaking process. We begin by learning the concepts of storytelling within the narrative film medium. Students will then write their own two-to-three-minute short film. In a single shot of up to three minutes, students tell a simple story with a clear beginning,

middle, and end. The focus here is on mise-en-scène, an essential concept in the art of filmmaking. Students are challenged to carefully arrange all the elements that appear within the shot itself - camera movement, composition, blocking of actors, props, and lighting - to most effectively and creatively tell their stories.

Advanced Narrative Fiction Filmmaking

1 Trimester, Credit: 1

Prerequisite: Introduction to Narrative Filmmaking

This workshop is an advanced auteur filmmaking course that covers all aspects of directing, cinematography, screenwriting, editing, and sound design. Students write, direct, and shoot a syncsound color digital short that is entirely their own unique vision that they will edit and screen at the end of the course. We delve deeply into directing the camera, narrative structure, camera technology, editing, and directing actors for the screen. The class is introduced to inspiring clips and films from classic and contemporary cinema from around the world.

Documentary Filmmaking

1 Trimester, Credit: 1

Students will develop and produce an original short documentary on a member of the Forman community. They will choose a subject with a particular point of interest for the documentary to focus on. Students will perform research before conducting an interview with the subject and then shoot and edit all necessary footage. This includes the interview, as well as any B-roll or additional footage that would be needed. Once completed, students will distribute and share their documentaries with the community. Students will also study professional documentaries to study the format and improve their own projects.

Screenwriting

1 Trimester, Credit: 1 in Art or English

Students will conceive, develop, and write an original, 25-30 page screenplay. This class will dive into the many different elements of dramatic narrative. The first part of the class will cover basic storytelling paradigms and then move into the popular story structures for screenplays and the specifics of screenplay formatting. Students will create their own stories, complete with original characters and theme-motivated plotting. They'll write their scripts and then share them with the class during group "table reads." There will also be one or two assigned movies to watch, for which they'll study the screenplay and examine how it was translated into film. The class will provide students with the time, structure, feedback, and theory to hone their writing skills with a particular focus on story and character development. Students spend time workshopping and critiquing their own and each other's work, as well as analyzing films to discover what works and what doesn't.

Advertising

1 Trimester, Credit: 1

This class will focus on advertising and dive into the filmmaking concepts of commercial making as well as the psychology behind advertisements. Students will first learn the basics of psychology and how it relates to the advertising field. Students will also learn about filmmaking, specifically the filmmaking process for 30-second-long commercials. Students will combine the psychology and filmmaking portions of class into the making of their own commercials.

MUSIC

Private Music Instruction

Students may begin or advance their vocal and/or instrumental studies through private lessons while at Forman School. Lessons take place outside of the academic day and have an additional cost that is billed to the family; parental permission is required. Please contact Mr. Cattey directly at jerrod.cattey@formanschool.org for more information and scheduling. Note: Private music instruction does not earn academic credit at Forman. Lessons may be delivered virtually.

COURSES THAT DO NOT REQUIRE PRIOR MUSICAL EXPERIENCE

Music History and Appreciation

1 Trimester, Credit: 1

Designed for students new to music, this class looks at musical components in many different genres primarily through listening. Class members will learn to identify musical elements such as instrumentation, melody, harmony, rhythm, and form to objectively speak and write about music. Learning the history of various genres will help students gain context for these musical elements. Students can also expect to participate in simple music-making activities ranging from rhythmic drumming to beat-making in the electronic music lab in order to gain an understanding of the roles of different instruments and various types of music-making.

Rhythm Workshop

1 Trimester, Credit: 1

This class is designed for students with no prior experience and welcomes students currently studying either piano, drums, or guitar who wish to expand their musical experience to new instruments. The rhythm section is at the core of just about every modern ensemble, and this class will examine the role of these instruments in music. Students will spend one week with each instrument and learn basic patterns, riffs, chord progressions, grooves, and techniques with the potential to form a small band at the end of the class.

Electronic Music Production

1 Trimester, Credit: 1

This course is open to any student and will be of special interest to those interested in how contemporary music is created. Students will learn the components of Popular songs and build technical and musical skills needed to compose drum grooves, chord progressions, melodies, and bass lines utilizing MIDI keyboard technology and Logic Pro X in the music lab. Additionally, students will utilize analog equipment to record audio in the music studio.

Vocal Ensemble

1 Trimester, Credit: 1

The Vocal Ensemble is a non-auditioned choral ensemble that rehearses and performs a variety of repertoire from various genres. Students will develop their vocal abilities, sight-singing, and sense of ensemble, and learn to critically analyze and implement techniques in regular rehearsals. Members of the Vocal Ensemble will be expected to practice regularly outside of class and are encouraged to register for private voice lessons. Students will be required to perform at two on-campus performances during the trimester. Those who are interested in more performance opportunities will be encouraged to develop a solo repertoire.

COURSES FOR STUDENTS WITH PRIOR MUSICAL EXPERIENCE

Instrumental Ensemble

1 Trimester, Credit: 1

This course is available to all instrumentalists and singers with a secondary instrument. The emphasis of this course is on building musicianship through group and solo performances. Ensemble students will be expected to maintain a regular individual practice routine outside of class and are encouraged to enroll in the school's private music lesson program. Students enrolled in Instrumental Ensemble will be featured in on-campus performances each trimester.

Percussion Ensemble

1 Trimester, Credit: 1

Percussion Ensemble is designed for students with some prior experience playing percussion instruments. This unique ensemble will prepare repertoire in Latin, Brazilian, West African, Classical, and Contemporary Popular music styles. In addition to learning authentic rhythms, students will learn

proper technique on various percussion instruments. Additionally, students can expect to build their rhythmic vocabularies both by ear and by utilizing a variety of forms of written notation (eg, standard, grid, MIDI) throughout the course.

Advanced Instrumental Ensemble

By Teacher Recommendation Only

3 Trimesters, Credit: 3

This course is available to advanced instrumentalists and singers with a secondary instrument. The emphasis of this course is on building musicianship through group and solo performances. Ensemble students will be expected to maintain a regular individual practice routine outside of class, and are encouraged to enroll in the School's private music lesson program. Students enrolled in Advanced Instrumental Ensemble will be featured in on-campus performances each trimester.

Guitar Theory

1 Trimester, Credit: 1

It is recommended that this course be taken by all guitarists before joining an ensemble.

The Guitar Theory course prepares the beginning or intermediate guitarist for working within an ensemble. Time is spent learning the nuances of the fretboard from individual pitches to scale patterns and chord shapes. In addition to standard notation, students will also develop their ability to read and write tablature and chord charts for contemporary music styles such as Jazz, Rock, and Blues. All students should have prior guitar playing experience and will be expected to practice the musical concepts outside of class. Participation in the private music instruction program is encouraged.

PROMETHEAN PROGRAM

The Promethean Program offers students the opportunity to engage in a talent-driven, student-developed course of study that allows for the time, freedom, structure, and support necessary to foster and elevate such talents. Students choose an interest, talent, or passion to pursue and develop a project. Students work closely with the teacher to help structure their time and focus their ideas with the aim of making meaningful progress during their time in the program. This course is held in a state-of-the-art fabrication lab complete with 3D printers, a laser cutter, milling machines, a plasma cutter, and more. If students can dream it, they can achieve it in the Promethean Program.

Upon acceptance into the Promethean Program, students are tasked with further developing their ideas. This is done through a series of exercises targeted to work out the particulars, thoughts revolving around their unique project, and what the end result will be. Students will work with the teacher to scaffold the necessary steps, the materials, and the time needed to make progress toward the end result within one or multiple trimesters. Each student is expected to create their own website that chronicles their experience. The website is updated weekly with a blog post to illustrate the current state of the project.

The final product could take various shapes. Maybe a student is developing a business plan or widget for a niche market; Perhaps a student connects with a local organization and develops a series of projects; Perhaps a student learns computer programming and develops a new and upcoming app. Regular meetings with the teacher will help provide support for each particular student. These meetings can be used to help focus a student's vision, help them stay on track to accomplish their goals on time, and serve as a sounding board for ideas. To apply for this program, an application form must be completed.

The Application Consists of the Following Questions:

- What grade are you entering?
- Would you develop existing talent or pursue a passion while in the Promethean Program?
- What is the final product or project that you would strive to complete?
- What hardware, software, or online material might you need to develop your interest, talent, or passion?
- List some steps that might need to be taken to create this product.
- Would you be interested in being in the Promethean Program for one trimester or multiple trimesters?