

**Lehman
Alternative
Community School
Course Booklet
1st Semester
2020-2021**

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Middle School Courses

LACS MIDDLE SCHOOL REQUIREMENTS

All LACS Middle School students are expected to meet the following minimum expectations for successful promotion to high school at LACS:

A. Family Groups, Committees, All-School Meetings, Spring Trips

Attend, participate in, and pass three (3) years each of Family Group, Committees, and weekly all-school meetings. Participate in spring trips each of the 3 years.

B. Community Studies (2 cycles)

Complete at least two (2) cycles of community studies: one (1) cycle of community service and one (1) cycle of career exploration.

C. Visual Art (3 cycles)

Complete at least three (3) cycles of art, either through art classes or approved art projects.

D. Music/Theater (4 cycles)

Complete at least four (4) cycles of music. Two cycles must be in a semester-long music class, the other two may be through music projects, music/theater productions, or approved private music classes/lessons.

E. Physical Education (8 cycles)

Complete a minimum of eight (8) cycles of physical education through classes or approved PE projects/trips. PE-oriented trips are eligible for one-cycle of PE credit (if approved by PE staff) and PE-oriented projects are eligible to award 1/2 a cycle of PE credit (also with approval by P.E. staff). (8 cycles of physical education total)

F. World Language

Begin the three-year long language sequence required for high school graduation: Beginning A, Beginning B, and Intermediate.

G. English (10 cycles)

Complete PAL (People and Literature) the first semester interdisciplinary English/social studies course for sixth graders. Successfully complete at least four (4) additional middle school English courses (one should be "Researchers", an 8th grade course. (10 cycles total)

H. Social Studies (10 cycles)

Complete at least five (5) middle school social studies courses. Of the five, one will be the PAL English/Social Studies interdisciplinary course taken by sixth graders their first semester. (10 cycles total)

I. Science (10 cycles)

Complete at least five (5) middle school science courses. Of the five courses, one should be the interdisciplinary math/science course "Inquiry and Tools" that sixth graders take their first semester. One should be a Physical Science course taken in eighth grade. Of the other three courses, one should be in life science and one other should be in physical science. (10 cycles total)

J. Health (2 cycles)

Complete one (1) semester-long middle school health course.

K. Mathematics (12 cycles)

Complete three year-long math classes. All 6th grade students take "Inquiry and Tools" for their 1st semester. This is a double period interdisciplinary math/science course. Second semester students will take a single period math course that is a continuation of the math from "Inquiry and Tools." All 7th grade students at LACS take Algebra A. Eighth grade students take Algebra B. If recommended by their math teacher, they may opt to complete additional work that would allow them to take Beginning Algebra & Geometry which is a high school level math course.

L. Computer Literacy (2 cycles)

Complete the introductory computer literacy course (or its equivalent).

M. Researchers (2 cycles)

This is a required semester-long course for 8th grade students focusing on how to do research.

N. Eighth Grade Challenge Project

Work with a teacher/mentor to define an "individual project" that goes above and beyond the expectation for that course. Develop and create this project, and complete it over the course of the eighth grade year. Final Challenge projects will be on display at the Middle School Promotion in June.

A. Family Groups, Committees, All-School Meetings, School Trips

- Family Groups meet 6th period Monday and Friday.
- Committees meet 6th period Wednesday and Thursday.
(see list on page one for committee descriptions)
- All-School Meetings are held once a week (different day and period each week).
- School Trips happen during 4th cycle

B. Community Studies

All Middle Schoolers -- you need to have at least one cycle of community service and one cycle of career exploration to be promoted to high school. Most students do their service or exploration during project times, but some do it after school. It does take both splits to go out into the community.

There are many fun ways to meet this requirement and below are just a few:

- * working in an elementary school (maybe your old classroom!)
- * trail clearing at the Cayuga Nature Center
- * learning about a craft, such as stained glass or woodwork
- * helping to maintain a playground
- * being an assistant to a coach for younger students
- * computer support
- * reading to little children

and many, many more. Come up with an idea of your **own** and meet with the community studies coordinator, Jon Raimon. Even if you think it is a wild idea, it just might work!

NOTE TO STUDENTS AND PARENTS:

To meet the requirement, you need to do the following:

- a. Go to the orientation meeting at the beginning of the cycle
- b. Attend your placement regularly.
- c. Keep a reflective journal about your experience. There is flexibility in how to carry out the journal. See Jon for details.
- d. Briefly meet with Jon every other week. There is a sign up across from his office down stairs.
- e. Document the placement at the end of the cycle with Jon's help.

C. Visual Art

Note: requirements can be fulfilled through various art, music, and drama projects that will be listed separately.

6th Grade Art

Ana Goldsmith

MS Visual Art

Grades: 6th grade only

1/2 Year Course (Offered both Fall and Spring)

This 6th Grade Art class is geared towards introducing the artist to basic skills, including *principles* and *elements* of design. We will explore and go more in depth in *perspective*, 1 and 2 point, and learn how to draw with *depth* and *distance*. We will explore *value* drawing, how light and darkness affect an object. Students will be start the journey of self-expression and creativity through Fine Arts.

Middle School Art

Ana Goldsmith

MS Visual Art

Grades: 7-8

1/2 Year Course (Offered both Fall and Spring)

Seeing the world around us and being aware of what it looks like are two different things. We are constantly bombarded with images, and most of the time not consciously aware of their effects. This class will explore the outside world's visual cues and allow us to become aware of the power they hold on us. We will create new visual cues through different art media and challenge perceptions and beliefs that already exist with our own style of art. We will use this knowledge to create meaningful art through a social activism lens.

D. Music/Theater

Note: requirements can be fulfilled through various art, music, and drama projects that will be listed separately.

Celtic Band

Dara Anissi
HS Designers/Producers/Performers (Essential IV)
Grades: 6 - 12
½ Year Course

This is our Celtic Band class where we will be playing and performing music from Scotland and Ireland. This class is open to everyone from instrumentalists to vocalists or to anyone just wanting to experience playing in a Celtic Band. Students can stay in for a semester or all year.

Making Music

Dara Anissi
MS Music/Theater
Grades: 6- 8
1/2 Year Course (Fall semester only)

In this class, we will focus on making music through different mediums. We will learn hand drumming, songwriting, electronic music making, and other mediums. Instrumentalists can bring their instruments and learn how to write and improvise. Vocalists can do the same. This class is also for people who have no experience in making music as well. We will learn about different artists and genres of music making.

Music Design

Dara Anissi
HS Designers/Producers/Performers (Essential IV)
Grades: 7 - 12
Year-Long Course

This is an electronic music composition class. Students will learn how to use the program Reason to create and record their own music. We will explore such genres as film scoring, ambient music, and dance oriented music. THIS IS A CONTINUING, YEAR LONG CLASS but eighth graders can stay in for a semester.

Music, Myth and Ritual

Dara Anissi
MS Music/Theater
Grades: 6- 8
1/2 Year Course (Offered both Fall and Spring)

This class is focused on studying the music of cultures from around the world including such places as the Middle East, Ireland, Scotland, Western Africa, and Japan. Students will learn about the relationships between culture and music through such activities as drumming, documentary viewing, readings, and lived demonstrations.

E. Physical Education

MS PE

Shane Taylor and Paul Zarach
MS PE
Grades: 6 - 8
Full year course

Student voice and choice is at the forefront of our school and our Physical Education philosophy. Physical Education Class will be a time where students will be active, experience traditional and nontraditional PE activities, design and try new games, and dive deeper into what it truly means to be Physically Literate. Our standards based student centered curriculum vision is simple, we want every student to feel happy and healthy.

F. World Languages

Spanish A

Kaile Tsapis
World Languages (Essential II-B)
Grades: 6 - 9
Year-Long Course

Course Prerequisites: No previous experience required

This year-long course is designed for students beginning their language sequence in Spanish. Through positive participation, students begin developing basic fluency much the same way they acquired their first language: through immersion, and the introduction and repetition of high frequency language structures. Vocabulary and structures are introduced and then practiced in the context of stories. Students act, describe characters, and retell stories using illustrations as cues. Aside from speaking and listening practice in class, students are expected to work on showing what they know, maintain an organized binder of Spanish notes and resources, and complete the first year portfolio of demonstrations in reading, writing, listening, and speaking. THIS IS A YEAR LONG COURSE. No prior language experience required.

Spanish B

Nora Schapira
World Languages (Essential II-B)
Grades: 7 - 8
Year-Long Course

Course Prerequisites: Spanish A

This course is designed to accelerate language acquisition and fluency. This means that students will be acquiring Spanish much like they acquired their first language, through immersion, repetition of language structures, and by hearing and reading Spanish. Techniques will include storytelling and reading Spanish language novellas tailored to the level of the students. All activities are anchored in culturally relevant context. Students will be responsible for meeting classroom expectations and demonstrating competence in the 4 skills, Listening, Speaking, Reading, and Writing through a completed portfolio.

Intermediate Spanish

Kaile Tsapis
World Languages (Essential II-B)
Grades: 8 - 12
Year-Long Course

Prerequisite: Successful completion of Spanish A and Spanish B

In this course, students complete their core requirement in the World Language sequence. The focus of the class is on acquiring intermediate level grammatical structures and expanding vocabulary and literacy to include past, present, and multiple perspectives. Language structures are practiced in the context of stories, short novels, films, song lyrics, and conversation in pairs, book groups, or as a whole class. Aside from speaking, reading, writing, and listening practice, students research, discuss, and learn about cultural aspects and points of interest in the Spanish speaking world. Students are expected to maintain reference and vocabulary notebooks and complete a portfolio of demonstrations and reflections documenting progress and learning style. THIS IS A YEAR LONG Portfolio COURSE. Successful completion of Spanish A and B (or equivalent), or permission from the instructor required.

G. English

Books that Win

Sarah T.
MS English
Grades: 6-8
½ year class

This course will be an exploration of the John Newbery Award for middle schoolers. This medal has been given each year, since 1922, by the ALA for “the most distinguished American children's book published the previous year” (<http://www.ala.org>). Students will study the history of this award, look at texts and authors who have been given this award, and consider what makes an award winning book. Through whole class reads, book clubs and independent reads, students will enjoy a diverse cast of struggling, likeable characters, in various settings, time periods and genres. Book choices to include: *A Visit to William Blake's Inn* by Nancy Willard; *Joyful Noise* by Paul Fleischman; *A Single Shard* by Linda Sue Park; *Walk Two Moons* by Sharon Creech; *Holes* by Louis Sachar; *The Crossover* by Kwame Alexander; and a Newbery Award winning text of your choosing, 1922-2020! If you love to read and talk about books, this is a great course for you!

Dear Diary

Lexi Hartley
MS English
Grades 7,8
½ year course (Fall semester only)

Throughout history, young people have turned to diaries to record their deepest thoughts, wishes, and stories. In times of crisis, diaries and journaling have become even more important. As we navigate a memorable historic period of our own, we are going to look to two famous diary and memory writers--Anne Frank and Malala Yousafzai--for inspiration. In this class, we will focus on journaling, telling our personal stories, and creating analytical pieces to tell the world about the two amazing women that we are studying!

Outdoor Literature I

Sarah Thomson
MS English
Grades: 7,8
1/2 Year Course (Fall Semester Only)

Outdoor literature is an English class for Middle School. Students will be exposed to a variety of stories where the setting is wilderness, and the characters are placed in dire survival situations. In addition to reading adventure stories, this class can count on being outside as much as possible (when the weather and schedule permit). Students will not only strengthen their middle school reading and writing skills, but also will be able to learn many survival skills as well. Texts to include: Gary Paulsen's *Hatchet*, Theodore Taylor's *The Cay*, Jean Craighead George's *My Side of the Mountain*, Ben Mikaelson's *Touching Spirit Bear* and others by Jack London, Scott O'Dell and Elizabeth George Speare. There will also be field trips to practice survival skills and grow our wilderness knowledge. If you love to read and you love the outdoors, this class is for you!

People and Literature (PAL)

Mike Levy/Kal McMannis
MS English /MS Social Studies
Grades: 6th grade only
1/2 Year Course

PAL is the interdisciplinary English and social studies course for all sixth grade students. It is also an introduction to academic structure at LACS. Students will engage in a variety of activities to help them learn research skills and foster a love of reading. Beyond academics, students will learn strategies for successful group work -- so much a part of learning at LACS. They will learn more about maintaining a class portfolio, organizing homework time, taking notes, researching, collecting vocabulary, writing for different purposes, keeping track of assignments, making positive choices, and being a successful, productive LACS student!

H. Social Studies

Banned Books

Caitlin Moss
MS Social Studies (Fall Semester only)
Grades: 7,8

Why are works of literature banned? How have different interpretations of the First Amendment affected our understanding of censorship? What does book banning tell us about American history and culture? We'll examine these and other pressing questions in the single period English class, Banned Books! Through intensive reading, writing and discussion, we will analyze several (in)famous works of literature which have been banned. Possible texts (for group and independent reading) include: Roll of Thunder Hear My Cry, The Hunger Games, Speak, The Giver, The Perks of Being a Wallflower, A Day No Pigs Would Die, Bridge To Terabithia, Catcher in the Rye, Harry Potter, To Kill a Mockingbird, Annie On My Mind. Further, we will examine the roles politics, history, religion, philosophy, the law, and popular culture have played in the banning of literary works. This course will require you to read, write, discuss your ideas with the class, and complete a portfolio at the end of the semester.

Colonial America

Kal McMannis
MS Social Studies (Fall Semester only)
Grades: 6,7,8

It is important to remember who writes history. In the case of America it has mainly those in power. In the process, the contributions of women, the poor, children and other minority groups have often been downplayed or forgotten. In this exciting course we will be studying the history of America through a very different lens: that of the common people and culture! In this course we will study the lives of Colonial men, women, and children from 1400-1800, touching on their roles as rebels, politicians, inventors, and educators. This course will be project-based, and the students will help decide the topics. Some ideas are: war, courtship, marriage, motherhood, widowhood, work, etc. Come and look at history through another set of eyes!

History of Mexico

Aurora Rojer
MS Social Studies
Grades: 7, 8
1/2 Year Course (Fall semester only)

It's a little embarrassing how little Americans know about their neighbor to the south. In this middle school social studies course, we will aim to fix that! We will start with the societies in Mexico before Europeans arrived, and will go all the way through to the present day. Along the way, we will encounter radical revolutions, amazing artworks, and crucial current events. We will read, write, analyze, and create as we explore this incredible country.

Law School for Middle School

Michael Nardi
MS Social Studies
Grades: 7,8
½ year course (Fall semester only)

This class will provide some of the feel and flavor of attending a law school class, but with material modified for middle school age students. We will cover various topics of Constitutional and Criminal law by reading and discussing relevant case law, and we will develop oral and written advocacy skills through hands-on activities and performances such as mock trials and Moot Court projects.

Middle School Civil Rights

Lexi Hartley
MS Social Studies
Grades: 7,8
½ year course (Fall semester only)

What is the history of race in the US? How does this history of race affect us to this day? How have people taken a stance and resisted against racial oppression? In this class, we will learn about the history of race and racism in the US, focusing on the Civil Rights Movement (1954 - 1968) and the history of people "fighting back". We will also talk about how race affects politics, culture, and life to this day. Some texts that we might read include parts of "Warriors Don't Cry" (a memoir from Little Rock), "The Watsons Go to Birmingham," the young-adult version of "Just Mercy," and speeches by Martin Luther King and Malcolm X.

People and Literature (PAL)

Mike Levy/Kal McMannis
MS English /MS Social Studies
Grades: 6th grade only
1/2 Year Course

PAL is the interdisciplinary English and social studies course for all sixth grade students. It is also an introduction to academic structure at LACS. Students will engage in a variety of activities to help them learn research skills and foster a love of reading. Beyond academics, students will learn strategies for successful group work -- so much a part of learning at LACS. They will learn more about maintaining a class portfolio, organizing homework time, taking notes, researching, collecting vocabulary, writing for different purposes, keeping track of assignments, making positive choices, and being a successful, productive LACS student!

Researchers

Caitlin Moss
MS Social Studies
Grades: 8th Grade Only
1/2 Year Course

Course Prerequisites: Must be in 8th grade.

This is a required course for middle school students on how to do research. We will be researching and learning about some assigned topics and some individually chosen topics, both current and historical. We will be learning what sources to use, how to correctly cite sources used and judge their validity, how to organize information gathered, and how to write about what you have learned so that you can present your findings to the world!

Students will be evaluated on their ability to use time wisely, their ability to work well with others, and their writing and revisions for their research papers/projects. Timeliness of work/project completion will also be a main goal of ours and major step of the evaluation process. There will be a limit on late work that is accepted (4), and going beyond this number of late assignments may require a re-take of the course as it will result in an incomplete paper for the course

I. Science/Technology

8th Grade Science

Gary Isaacs
MS Science
Grade: 8
½ year course (Fall semester only)

This course is an investigation into phenomena that are generated by the laws of physics and chemistry. As we decide what we would like to investigate within these themes, we'll identify the physical and chemical laws, principles and math associated with understanding how these phenomena are generated. Examples of investigation might be: How does a catapult work? How do hand-warmers work? Why is ice cream made with salt and ice? How do solar panels or wind turbines generate electricity? Why do the hairs on my arms stand up when I bring a balloon near it?

Building, Constructing, and Creating!

Natty Simson
MS Science
Grades: 7,8,9
Full year course

Do you like to make things? Have you invented your own mechanical creations? Do you keep using up all the popsicle sticks and glue? This course will give you an opportunity to build new things, and try out different materials and techniques. We'll also learn some ways of documenting our plans, sharing methods of construction, and seeing what works best. Come prepared to be excited and creative, and bring your best ideas!

Fact or Fiction

Gary Isaacs
MS Science
Grade: 8
½ year course (Fall semester only)

How can we tell if something is real or not? From our own observations to scientific investigations, to something our friend tells us, there are ways to determine what's real and what's not, or at least to think critically about what we are observing. In this class we will examine several phenomena that have competing explanations, common hoaxes, and in some cases the truth that is stranger than fiction. Themes investigated in this class are limited only by student interest. How can we tell the truth of something from an illusion? Science has an app for that.

Inquiry and Tools

Gina Kolb
MS Math/MS Science
Grades: 6th grade only
1/2 Year Course

Science and math fit so nicely together! In Inquiry and Tools, we combine the two fields of study to explore proportional reasoning, measurement, area and volume – all within the context of the scientific method and the art of problem solving.

Intro to Chemistry

Gina Kolb
MS Science
Grades: 7-8
½ year course

We will begin the year looking at what it means to think, work and talk scientifically. This class will use the topic of chemistry to hone skills you have learned previously as they pertain to reading scientific information, writing solid lab reports, and developing better lab techniques with the tools of chemistry. We will begin with atoms and elements and then delve into what happens when they interact with each other. This topic is one semester and then topic and teacher change to Intro to Physics with Natty.

MS Geology

Sarah Brumberg

MS Science

Grade: 8

½ year course (Fall semester only)

What creates the landscape that we see? What processes have happen in our Earth history that build the mountains and carve the streams around us? Lakes and oceans have come and gone from the land we walk on everyday. How did a glacier help in that process? We will explore these processes that rewrite the face of our planet. What types of rocks are there? What types do we have in our landscape? By studying how rock is created, changed, moved and destroyed, we tell about the history of our neighborhood and our planet. We will investigate these questions by exploring our own gorges, landscape and rocks!

MS Science Investigation

Natty Simson

MS Science

Grades 7 - 8

1/2 Year Course (Fall Semester only)

Do you like to watch MythBusters? Are there things you'd like to test out as a scientist? Are there cool "science-y" gadgets that you've always wanted to use? Do you like to investigate how things really work? Are you sure you can prove people wrong? Like gathering evidence? Come be a scientist with us!

Note: We will work out what topics we like best as a group in the fall!

J. Health

Health Education

Joe Velez

MS PE or MS Health

Grades: 7- 12

Full year course

6 units covered. 1- wellness, 2- Emotional and Mental Health, 3- Fitness and Nutrition, 4- Drugs-legal,illegal, 5- Human Sexuality, 6- Relationships (guest speakers for each unit)

K. Mathematics

Algebra A

Sara Arnold
MS Math
Grades: Grade 7 Only
Year-Long Course

This is a year-long math course for students in 7th grade. Units of study that we will cover include: Ratios and Proportions, The Number System, Expressions and Equations, Geometry, and Statistics and Probability.

Algebra A/B

Sara Arnold
MS Math
Grade 7
Year-Long Course

Students should sign up for this course at the recommendation of their current math teacher only This course will cover the course content from both Algebra A and Algebra B in one year.

Algebra B

Sara Arnold
MS Math
Grades: 7, 8
Year-Long Course

Pre-requisite: Successful completion of Algebra A.

Topics covered in this year-long course include exponents, scientific notation, congruence, similarity, and transformations, linear equations, graphing, functions, radicals and roots.

Inquiry and Tools

Gina Kolb/Shu Tan
MS Math/MS Science
Grades: 6th grade only
1/2 Year Course

"Science and math fit so nicely together! In Inquiry and Tools, we combine the two fields of study to explore proportional reasoning, measurement, area and volume – all within the context of the scientific method and the art of problem solving.

L. Computer Literacy

Computer Literacy

Mike Levy
MS English/MS Music
Grades: 7, 8
½ year course

Computer Literacy is an evolution of the course formerly known as Spreadsheet, Database Design. While we will continue to work on spreadsheets and presentations, the course will also be geared toward giving students a more global view of how they can use the personal computer to better their academic and personal lives. We'll start by looking at how you create, save and organize files and then explore cloud technologies (aka: Web 2.0) and make presentations to help teach each other about cutting edge applications that are found online only. We'll go deep into areas such as email, word processing, web development and spreadsheet design to learn new strategies to make your academic life easier and more successful. We will also have regular practice with keyboarding with the eventual goal of getting swifter with our fingers. The final portfolio will be web-based, as each student will create a web site that shows his or her learning from throughout the semester. Expect short bursts of class discussion and plenty of lab time. This class is intended for 8th graders, but 7th graders will be accepted as room allows.

M. Researchers

Researchers

Caitlin Moss

MS Social Studies

Grades: 8th Grade Only

1/2 Year Course

Course Prerequisites: Must be in 8th grade.

This is a required course for middle school students on how to do research. We will be researching and learning about some assigned topics and some individually chosen topics, both current and historical. We will be learning what sources to use, how to correctly cite sources used and judge their validity, how to organize information gathered, and how to write about what you have learned so that you can present your findings to the world!

Students will be evaluated on their ability to use time wisely, their ability to work well with others, and their writing and revisions for their research papers/projects. Timeliness of work/project completion will also be a main goal of ours and major step of the evaluation process. There will be a limit on late work that is accepted (4), and going beyond this number of late assignments may require a re-take of the course as it will result in an incomplete paper for the course.

N. Eighth Grade Challenge Project

See Middle School Requirements (page 4)

High School Courses

GBE High School Essential Area REQUIREMENTS

Your **quick guide** for GBE requirements - including scheduling information.

11. **PARTICIPANTS AND LEADERS IN THE COMMUNITY who...**
 - A. **work and live cooperatively with others.**
FAMILY GROUP, SCHOOL MEETINGS, COMMITTEES TRIPS
(continuing each cycle and year throughout LACS)
 - B. **contribute to the community**
SERVICE (60 hours with reflection and documentation)
 - C. **explore career possibilities**
CAREER EXPLORATIONS (2 with reflection and documentation)
 - D. **act on and reflect an anti-bias attitude**
FACING BIAS (supervised individual study, action, reflection, 11th or 12th gr)
 - E. **use the processes of conflict resolution**
CONFLICT RESOLUTION (1 semester of specific committee or alternative)
12. **COMMUNICATORS IN ENGLISH who read, write, listen and speak**
ENGLISH (4 years + PBAT)
13. **COMMUNICATORS IN GLOBAL LANGUAGES who read, write, listen and speak in a language other than English**
GLOBAL LANGUAGES (3-year sequence, through intermediate level)
14. **PROBLEM SOLVERS who are fluent and reflective in mathematics**
MATH (3-years, sometimes begun in middle school + PBAT)
15. **DESIGNERS, PRODUCERS & PERFORMERS who engage in the arts**
ART (1-year concentration, in visual art, music, media, or theatre)
16. **RESEARCHERS WITH A MULTICULTURAL PERSPECTIVE who...**
SOCIAL STUDIES (3.5 years plus school governance + PBAT)
 - A. **think critically about global histories and cultures**
GLOBAL STUDIES (2-years, typically 9th and 10th grade)
 - B. **think critically about US history and the processes of democratic government**
US HISTORY (1-year, typically 11th grade)
 - C. **think critically about local, national and global economics**
ECONOMICS (1-semester, typically 12th grade)
17. **SUSTAINERS OF THE ENVIRONMENT who...**
SCIENCE (1-year physical, 1-year biological, 3rd-year any science + PBAT)
 - A. **understand concepts and processes in the physical sciences**
PHYSICAL SCIENCE (minimum 1-year)
 - B. **understand concepts and processes in the biological sciences**
BIOLOGICAL SCIENCE (minimum 1-year)
 - C. **deepen their study of science**
THIRD YEAR SCIENCE (any full year high school science)
18. **HEALTHY PERSONS who...**
 - A. **improve physical skills, show responsible social behavior, and plan a physically active lifestyle**
PE (2-years – at least 1 semester PE class/portfolio plus PE projects, PE trips, and/or outside of school PE)
 - B. **understand concepts of human sexuality and major health issues**
HEALTH (1-semester)
19. **SCHOLARS who study in-depth in at least two areas**
IN-DEPTH (2-areas of study with 1 or more years beyond the minimum)
20. **SENIORS who...**
 - A. **complete their LACS Graduation Portfolio –**
SENIOR PORTFOLIO (often done through senior seminar)

Essential IB & IC
Community Service & Career Exploration

Community Service/Career

Jon Raimon
MS & HS 6-12

Essential I.B Community Service

Cycle 1 Project, Cycle 2 Project, Cycle 3 Project, Cycle 4 Project or Trip, Year-Long Course

All high school students are required to complete a minimum of 60 hours of community service. Students must also keep a reflective journal (there is flexibility on its format) or attend the group lunch meetings, and also meet with the community studies coordinator once every two weeks. The journal should be done during the placement, not after the fact. It is the student's obligation to sign up to meet with coordinator. Students may use time after school or project time to provide service to the community. Students also need to document their placement in a timely fashion. Providing community service fulfills Essential IB. There is an In-Depth study in Community Service. It requires 300 hours of service and a final project, as well as reflective journals and meeting with the coordinator along the way. There are many ways you can complete Essential IB:

1. **Volunteer to Teach a Project for Middle School Students**
2. **Volunteer to Work in the Community**

Here are just a few places people have volunteered in the past:

- * Loaves & Fishes
- * Ithaca Rape Crisis
- * Finger Lakes Land Trust
- * Reconstruction Home or Ithaca -- meeting with older people
- * Elementary Schools or After School Program -- helping out the little ones.
- * Ithaca Neighborhood Housing & Historic Ithaca -- from paper work to swinging a sledge
- * Political Work -- from Amnesty International to the Ithaca Rape Crisis
- * Drama -- from teaching little kids theater to performing with AIDS Work to acting with the Cayuga Role Players.

3. **Coming Up with Your Own Way to Help Out the Community:**

So many of you already volunteer throughout Ithaca and Tompkins County, sharing your hard work and your compassion. Some of you have talents and energy that you have yet to share, but know you would like to begin. Either way, see the community studies coordinator (Jon Raimon) so that you can set up a placement or so that you can use what you are already doing to meet Essential IB (note: you need to be currently involved in the placement; it cannot be something you did earlier.) Even if you have been volunteering at a place for years, you still need to document your service, complete the reflective journal requirement, and meet with the coordinator. The goal is to make time for some reflection, not to take the heart out of your efforts.

4. **Community Service Class**

Jon Raimon
Community Service/Career (Essential I-B/I-C) HS Social Studies (Essential V)
Grades: 10 - 12
Year-Long Course
Maximum # of Students: 15

Course Prerequisites: It is best if students have already completed the 60 hours of service required to graduate. If they have not, they need permission to be in the course. In addition, students must be part of the focused Family Group that links up with this course.

Each student will complete over a 100 hours of service through both individual placements and group projects that the students design. We will read and write about the ideas of service and community, have guest speakers, and, as a group, decide where and how we want to help out around Ithaca. Topics we have worked on in the past include poverty, racism, equity in education, etc. The course will be linked to the Mohawk Trip in May. Hence, we will also study Native

American culture and do fundraising for the Freedom School, which is the school we visit on the Akwesasne Mohawk Nation. Six points to keep in mind: 1) Once or twice a month you may need to give up some time on weekends and weeknights to do service projects. In addition, we usually work on a service project after school one day a week. 2) You will gain an in-depth if you complete the course, 100 hours of service this year, which is on top of the 60 hours of service for the normal graduation requirement. 3) Much of course will be student run, including facilitating discussions and deciding on service projects. 4) There are readings and you earn one semester of social studies credit; you can often pursue your anti-bias essential, too. 5) Students pursue an individual service placement. 6) You must be in the Service Family Group to be in the class.

Essential I.C Career Exploration

High School students are required to complete 2 career explorations. Most explorations last for at least a cycle (usually a full semester) and meet once or twice a week for a few hours. Students must also keep a reflective journal (there is flexibility on its format) and meet with the community studies coordinator once every two weeks, or attend the group lunch meetings. It is the student's obligation to sign up to meet with coordinator. Students may use time after school or project time to explore a career. Finally, students need to document their placement in a timely fashion. There is an In-Depth study in Career Explorations. It requires 270 hours of exploration in a variety of fields and a final project, as well as reflective journals and meeting with the coordinator along the way. Participation in a BOCES vocational program may be part of such an in-depth exploration.

Although specific placements will be based upon YOUR interest, here are a few areas ACS students have explored in the past:

- | | | |
|-----------------|-------------------------------|------------------------|
| * architecture | * alternative farming methods | * banking and finance |
| * nursing homes | * working with animals | * small business |
| * teaching | * outdoor work with kids | * journalism |
| * libraries | * music -- teaching/bands | * historical research |
| * lab work | * political organizing/work | * stained glass |
| * photography | * coaching/phys. ed teaching | * frame shop |
| * metal work | * cooking/baking/food prep | * community organizing |

Recall, if you are currently exploring a career or simply have a job, you may use this toward Essential I.C ONLY IF you meet with the coordinator, carry out the reflective journal (the method can be flexible; it need not be exclusively writing), and document the placement in a timely fashion. However, it cannot be something you did in the past but are not currently doing.

Community Academic Placements:

Student may wish to combine their community service or career exploration in pursuit of an academic interest. This is called a C.A.P., or community academic placement. Obviously, you would create your own, unique placement, but just to give a gist of how one might look, here are a few examples:

- * Combining your work in a homeless shelter with research into homeless in the United States.
- * Working in a Cornell lab combined with readings in biology or ecology.
- * Meeting and talking with older people, perhaps at a nursing home, while reading literature about growing older.
- * Volunteer at AIDS Works while researching some aspect of the situation (health?).
- * Relating mathematics, especially statistics, to research on a local issue.

THE POSSIBILITIES ARE ENDLESS...

Requirements for a C.A.P.:

1. See Community Studies Coordinator to find an appropriate placement. This takes time and thought.
2. Interview with the mentor (boss/supervisor), Essential area teacher, and Community Studies Coordinator to set up goals, academic studies, etc. (Note: see guidelines for an in-depth study).
3. Work at the placement at least 2 1/2 hours per week and do an associated 1 1/2 hours of academic reading and writing per week. Some C.A.P.'s will require far more hours of reading and writing, depending on the essential and the placement.
4. Keep a journal of your experience. There is flexibility on the format.
5. Meet with the Community Studies Coordinator every other week.
6. Meet with your essential area teacher every other week.
7. Do some type of final demonstration, presentation, project or analysis to display what you have learned.
8. Do some type of final demonstration

Working on a C.A.P. could fulfill any essential. This is your chance to take charge of your education and experiment. C.A.P.'s are not easy, but they are very rewarding.

Essential II-A English

American Studies

Bronwen Exter

HS English (Essential II-A), HS Social Studies (Essential V)

Grades: 11 - 12

Year-Long Course

Course Prerequisites: GBE work in Global Studies should be complete before taking this course.

American Studies is a multidisciplinary course about past and present-day life in the United States. We will consider a range of stories, historiography, questions, cultural artifacts, policy and myths. Together, we will place emphasis on the work of visionaries, artists, truth-tellers, activists, the audacious, the innovative and the wise. Sometimes these people will be the famous names you would expect, but in order to expand the diversity of voices present, the course is not designed as a general survey. We will use the chronology of American History as an overarching frame, aiming to develop understanding and thinking skills (critical analysis, historical thinking and systems thinking) by going in-depth at selected moments—some of them designed by me, and some student-directed. The course will operate as a writing workshop and discussion seminar, pairing novels, short stories, music, poems and film with essays, articles and historical documents. Creative, exploratory and analytical writing will be a daily part of class. Successful completion of this course will be a portfolio including all required GBE demonstrations for U.S. History and Government and a full year of work in high school English. Student PBATs in both of those areas will be supported.

Anarchism and Movement Literature

Aurora Rojer

HS English (Essential II-A)

Grades: 10 - 12

Year-Long Course

Do you think that the world is messed up? Do you want to know how we can go about changing it? We talk about activism and organizing a lot here at LACS. But how does one actually DO activism? And what are some of the political ideologies that inspire activists and organizers? In this class, we will look to literature -- fiction and nonfiction -- to explore radical ideas and how they are put into practice. Authors might include Marge Piercy, Ursula Le Guin, Upton Sinclair, John Stienbeck, Richard Wright, Jane McAlevey, and David Graeber. We will read, write, debate, and create, guided by Greta Thunberg's call to action: "We can't save the world by playing by the rules, because the rules have to be changed. Everything needs to change - and it has to start today."

English Seminar

Jon Raimon

HS English (Essential II-A)

Grades: 10 - 12

Year-Long Course

What does it mean to be an American? This is the essential question we will explore through short fiction, plays, novels, personal essays, and poetry. The historical and political themes we will examine include work and class, race and ethnicity, community and individuality, gender, and war. But, of course, these spill into broader questions about human nature - love, family, freedom and, in particular, how does one form an identity in a complicated world? There will be a good deal of personal writing and a number of long papers and projects. There is room for creative writing, research, and more. Sharing, editing, and class participation are crucial. Full year course

Facing History and Ourselves

Lexi Hartley

HS English (Essential II-A) HS Social Studies (Essential V)

Grades: 10 - 12

Year-Long Course

Double period. Students must have 9th grade Global Studies credit to take this course. I would highly encourage juniors and seniors who haven't taken it in the past to take it this year.

How do we make choices--and how do our choices impact history? How does psychology relate to media and history? What is it like to experience conflict? What is going on in the world around us--and what are the historical causes? We will explore all of these questions, and more, in LACS's classic course about 20th and 21st century history, literature, and current events. Some enduring issues of this class including big questions about good and evil, conscience, prejudice, racism, justice, obedience, authority, education, responsibility, and resistance.

In past years in Facing History, we have explored the history and literature of WWI, explored life in Nazi Germany and Europe in WWII in depth in a unit called "Holocaust and Human Behavior," explored the history of Communism and dystopia literature in a unit on propaganda and media, spent the spring researching the Middle East, and wrapped up with an independent research project. Given the current realities of teaching during a pandemic, I'm not sure if we will be able to explore all of these subjects in the same amount of depth. Regardless, we will be working hard throughout the year to improve our reading, writing, and ability to think critically about the intersection of the past and present. In times like this, these skills are more important than ever to help us face the history happening around us.

Hopes and Dreamers

Sarah T.

HS English (Essential II-A)

Grades: 10 - 12

Year-Long Course

For this HS English course, we will be focusing on literature, authors, poets and musicians, who had hope and were indeed dreamers. Authors to include Walt Whitman, Henry David Thoreau, Ralph Waldo Emerson, Robert Frost, and Emily Dickinson. From the Transcendentalists, we'll move to some of the writers and dreamers from the Beat Generation (Kerouac and Ginsberg). Bob Dylan lyric study will also be woven throughout the year. There will also be many pieces of literature to examine that were not created by old or dead white men, such as Maya Angelou, Langston Hughes, Sandra Cisneros, and Pablo Neruda. This will be a great course if you are looking to do your English PBAT; instruction and scaffolding will help you accomplish this important task. If you like to dream and want to find some hope, sign up!

I Know Some Things

Jon Raimon

HS English (Essential II-A)

Grades: 11 - 12

Year-Long Course

In this class we will explore themes revolving around growing up, including fitting in, group identity, poverty, family, love & sexuality, and moving into the adult world. Short stories will be the main medium through which we examine these ideas, but we will also use films, plays, essays, memoirs, music, and poems. In addition to writing about the weekly readings, we will select projects for each theme we cover. You will have a good deal of latitude in choosing a method of exploration (e.g., song lyrics, analysis of novels, art work, drama, research, and so on), but there will be a writing component for all projects. Indeed, the whole process of writing stands at the center of this course, including brainstorming, offering each other meaningful feedback, revising, polishing our work, and finally sharing it with the class and the wide community. Class participation is another key requirement. We will frequently write in our journals about the themes we are covering and everyone is expected not only to share some of their thoughts, but to be supportive of others. The class is a full-year course mainly for 11 - 12 graders.

Essential IIB.

Global Languages

Intermediate Spanish

Kaile Tsapis
World Languages (Essential II-B)
Grades: 8 - 12
Year-Long Course

Prerequisite: Successful completion of Spanish A and Spanish B

In this course, students complete their core requirement in the World Language sequence. The focus of the class is on acquiring intermediate level grammatical structures and expanding vocabulary and literacy to include past, present, and multiple perspectives. Language structures are practiced in the context of stories, short novels, films, song lyrics, and conversation in pairs, book groups, or as a whole class. Aside from speaking, reading, writing, and listening practice, students research, discuss, and learn about cultural aspects and points of interest in the Spanish speaking world. Students are expected to maintain reference and vocabulary notebooks and complete a portfolio of demonstrations and reflections documenting progress and learning style. THIS IS A YEAR LONG Portfolio COURSE. Successful completion of Spanish A and B (or equivalent), or permission from the instructor required.

Advanced Spanish

Nora Schapira
World Languages (Essential II-B)
Grades: 9 - 11
Year-Long Course

Course Prerequisites: Intermediate Spanish

In this course students apply skills acquired in their previous years to an array of classroom activities such as: generating class discussions or a class story, listening to songs in the target language from diverse countries or regions, reading, and writing. Focus is on developing fluency and improving literacy skills in the target language. Since this is an upper level Spanish course, particular emphasis will be put on acquiring advanced level Spanish idioms and grammatical structures. In addition to hearing, telling, reading and writing stories, we will incorporate Hispanic news and culture through songs, stories, and films to our learning. Students will be responsible for meeting classroom expectations and demonstrating competence in the 4 skills, Listening, Speaking, Reading and Writing through a completed portfolio.

In-Depth Spanish

Nora Schapira
World Languages (Essential II-B)
Grades: 10 - 12
Year-Long Course

Course Prerequisites: Advanced Spanish

In this course, students continue to develop fluency and literacy through in-class activities such as, reading in groups, pairs, and individually, discussing and comparing cultural events and characteristics in the target language countries or regions, etc. The focus at this level is on developing literacy and an ear for authentic target language media. Particular emphasis will be put on acquiring advanced level Spanish idiom and grammatical structures. In addition to hearing, telling, reading and writing stories, we will incorporate songs, culture and relevant Latin America issues through literature, movies, and current events to our learning. Students will be responsible for meeting classroom expectations and demonstrating competence in the 4 skills, Listening, Speaking, Reading, and Writing through a completed portfolio.

By completing this class, students earn In-Depth concentration for Global Languages.

Discovering Algebra

Shu Tan
HS Math (Essential II-C)
Grades: 8,9
Year-long course

In this course, we will work on linear expressions, equations, and inequalities; intro to Functions; linear Functions and arithmetic Sequences; intro to Systems of Equations; exponents and exponential Functions; and transformations of Functions.

Advanced Algebra & Trigonometry (AAT)

Sara Arnold
HS Math (Essential II-C)
Grades: 9 - 12
Year-Long Course

Course Prerequisites: Successful completion of BAG and IAG (Discovering Algebra and Discovering Geometry)

This is a year-long course that will build on the previously learned concepts of linear algebra and quadratics. Students will also learn extensively about trigonometry including right triangle trig, law of sines/cosines, and sine/cosine waves and their equations.

Discovering Geometry

Chris Martin
HS Math (Essential II-C)
Grades: 9 - 11
Year-Long Course

This standard first course in geometry covers the required concepts of Euclidean geometry including definitions, postulates, and theorems. Areas of study include angles, parallel lines, congruent and similar triangles, rectilinear figures, polygons, circles and arcs, transformations and the Pythagorean Theorem. Special topics covered include and analytic geometry, introductory trigonometry, and constructions and loci. In addition to including problems which serve to review algebra, the process of proving theorems is introduced.

Pre-Calculus

Chris Martin
HS Math (Essential II-C)
Grades: 10 - 12
Year-Long Course

Course Prerequisites: Successful completion of Algebra Portfolio or DA, DG, and AAT

Provides the algebraic foundation, from a function standpoint, for a standard calculus course. Topics include inverse functions and their graphs, exponential and logarithmic functions with applications, trigonometry with applications, matrices, vectors, dot products, and conic sections.

Probability and Statistics

Chris Martin

HS Math (Essential II-C)

Grades: 10 - 12

Year-Long Course

Course Prerequisites: Successful completion of Discovering Geometry (completion of AAT preferred)

A study of the application of statistical procedures to the analysis of experimental data, through the lens of issues of sustainability and social justice. Topics covered include methods of presentation of data, measures of central tendency and dispersion, sampling techniques, elementary probability, hypothesis testing, confidence intervals on both one and two populations, and linear regression and correlation. Use of the binomial, the normal, the student's T, and the chi-square distributions are covered.

College credit is available for this course through Tompkins Cortland Community College. (See the ""College Now"" program for details.)"

Robots, Automation, and Coding (Computer Science)

Natty Simson

HS Math (Essential II-C)

Grades: 9 - 12

Year-Long Course

Are you a coder, or have you always wondered about coding? Have you played with Scratch and wanted to know more? This course will use hands-on challenges to let you play and explore programming. You will have to opportunity to build your own creations and teach them how to behave! We will also look into how coding is used in everyday technology, such as a greenhouse (should you open the roof? run a fan? turn the lights on/off?), to automate functions. Look forward to making technology do your bidding!

Essential III
Critical Thinkers and Problems Solvers

Each student will demonstrate Essential III.A. sometime during her/his Junior or Senior year at ACS. This Essential asks that each student take intentional action to understand and eliminate bias, reflect on her/his actions, and reflect on the personal impact of oppression. Each student will create a compact with a teacher from the Anti-Bias Team (see Diane for this list) who will help guide them through this process. Copies of all contracts will need to be given to the Curriculum Coordinator (Diane). Completion of this Essential will be summarized on an evaluation form and signed by a teacher from the Anti-Bias Team.

Although each student needs to contract and meet with a teacher to design and complete her/his plan, certain courses, projects and committees will help students to complete this essential. Check with Diane to find out which ones are designated each semester.

There may also be other options available which have not yet been determined. Students may also complete this Essential through an independent study (see Deb to set this up with a teacher) or in conjunction with community service (see Jon).

Anti-Bias

Teacher TBA

Grades: 9-12

Typically students will complete this Essential through course work, a project, work in the community or an independent study during their junior and/or senior years. Each student will create a contract with an anti-bias teacher to identify the action(s) which they plan to take.

Documentation: reflection (answering questions from a list)

The following curriculum offerings are organized so a student may complete this requirement by completing projects within the course.

Community Service Class	Jon Raimon
Community Service	Jon Raimon
GSMA Committee	Gina Kolb
Welcoming and Mentoring Committee	Kaile Tsapis, Beth Taplitz, Lexi Hartley

Essential IV Design, Produce, Perform

Note: requirements can be fulfilled through various art, music, and drama projects that will be listed separately.

Celtic Band

Dara Anissi
HS Designers/Producers/Performers (Essential IV)
Grades: 6 - 12
Year-Long Course

This is our Celtic Band class where we will be playing and performing music from Scotland and Ireland. This class is open to everyone from instrumentalists to vocalists or to anyone just wanting to experience playing in a Celtic Band. Students can stay in for a semester or all year.

Ceramics

Ana Goldsmith
HS Designers/Producers/Performers (Essential IV)
Grades: 9 - 12
Year-Long Course (can join mid-year with teacher permission)

This class is designed to give students the ability to create in 3 Dimensions, using the techniques and skills of pottery building. Students will learn the *pinch pot method*, *slab method*, *coil method*, and *wheel throwing*. Students will learn different styles of ceramic construction from around the world as well as methods of glazing and firing.

Drawing and Painting

Ana Goldsmith
HS Designers/Producers/Performers (Essential IV)
Grades: 9 - 12
1/2 Year Course

This class is developed to give students drawing skills and painting styles. Using a broad range of materials, students will render and interpret objects both in reality and in concept. This intensive studio class will explore many types of media and painting techniques. The second cycle will have daily experiments in color, including pastels, watercolors in cake and tube, gouache, and acrylic paintings. Projects are designed to look at color theory while continuing to enforce the rules of proportion and composition that were taught in the first cycle.

This class, along with the second semester class, is essential for meeting the core requirements necessary for art credit.

Music Design

Dara Anissi
HS Designers/Producers/Performers (Essential IV)
Grades: 8 - 12
Year-Long Course

This is an electronic music composition class. Students will learn how to use the program Reason to create and record their own music. We will explore such genres as film scoring, ambient music, and dance oriented music.

Portfolio Art

Ana Goldsmith
HS Designers/Producers/Performers (Essential IV)
Grades: 10 - 12
Year-Long Course (can join mid-year with teacher permission)

In this continuation of high school art, we will expand upon work already completed in previous years. The main goal of this independent class will be to create a portfolio that will have an identifying style run through all the pieces created. Multiple styles, topics and mediums from which to create your artwork will be available for selection. This class will help you channel work that will flow from your inner creative self. At the same time that we find an identifying style for your work we will work on refining and developing your skills. Through the development of both skills and style we will create your portfolio to be presentation ready. This class is available for one or two semesters.

HS Photography

Sarah Brumberg

HS Designers/Producers/Performers (Essential IV)

Grades: 9 - 12

Year-Long Course (can join mid-year with teacher permission)

In Photography students will learn to take, develop, print and mount photos using traditional Black and White film and darkroom processes. Students will learn 35mm camera operation and the compositional techniques of photography (line, form, contrast, etc.). No experience or equipment is needed but students will need lab time of at least 90 minutes a week during projects, another period, or after school. Students will be expected to pay for film and paper but scholarships are available. With some technique under their belts, student will learn to craft and understanding an image, focusing on the choices artistic make and why. This course contributes to Arts Concentration (Essential IV). Students will complete a portfolio with Essential IV outcomes.

Studio Art

Ana Goldsmith

HS Designers/Producers/Performers (Essential IV)

Grades: 9 - 12

Year-Long Course (can join mid-year with teacher permission)

Studio Art class will be an exploration into different types of mediums and styles of art that have been explored through the ages from cultures around the globe. Art has had a powerful effect in creating and documenting social change and political issues. Students will study the artistic growth and development of different peoples. This class is available for one or two semesters.

This class is essential for meeting the core requirements necessary for art credit.

Video Production

Mike Levy

HS Designers/Producers/Performers (Essential IV)

Grades: 9 - 12

Year-Long Course

This year-long course will begin with an overview of film history, with attention given to advances and breakthroughs that moved the art form forward. We will also have a series of exercises aimed to increase our competency in making clean cuts and creating clear stories with visual continuity. We will watch a handful of movies and short films to see examples of what to do (and what not to do) when making an excellent movie. As the year progresses, we will begin focusing on larger pieces. At this point, we will practice screenwriting and story boarding, learning how an examination of the "big picture" can help ensure a decent end product and avoid headaches in the editing room. This course has changed from the previous "Communicating Ideas" in that it is no longer offered for English credit. If you are in dire need of English credit and this is the only viable option for you, please see the instructor for alternate independent possibilities in conjunction with this class. This course is geared toward beginning and continuing video students.

Essential V
Researchers: Historical/Multicultural

American Studies

Bronwen Exter

HS English (Essential II-A), HS Social Studies (Essential V)

Grades: 11 - 12

Year-Long Course

Course Prerequisites: GBE work in Global Studies should be complete before taking this course.

American Studies is a multidisciplinary course about past and present-day life in the United States. We will consider a range of stories, historiography, questions, cultural artifacts, policy and myths. Together, we will place emphasis on the work of visionaries, artists, truth-tellers, activists, the audacious, the innovative and the wise. Sometimes these people will be the famous names you would expect, but in order to expand the diversity of voices present, the course is not designed as a general survey. We will use the chronology of American History as an overarching frame, aiming to develop understanding and thinking skills (critical analysis, historical thinking and systems thinking) by going in-depth at selected moments—some of them designed by me, and some student-directed. The course will operate as a writing workshop and discussion seminar, pairing novels, short stories, music, poems and film with essays, articles and historical documents. Creative, exploratory and analytical writing will be a daily part of class. Successful completion of this course will be a portfolio including all required GBE demonstrations for U.S. History and Government and a full year of work in high school English. Student PBATs in both of those areas will be supported.

Asia Studies

Michael Nardi

HS Social Studies (Essential V)

Grades: 10 - 12

Year-Long Course

Course Prerequisites: Completion of the 9th grade global studies portfolio (African Studies & Latin America)

This course is about the political and cultural history of China, Japan, Korea, and the nations of Southeast Asia, from ancient times to the present, with particular emphasis on the 19th and 20th centuries. Topics include the Opium wars, the Taiping Rebellion, the Sino-Japanese Wars, World War II, and the Communist period in China. The warring states, the Tokugawa Shogunate, the Meiji Restoration, and the rise of Militarism in Japan. The division of Korea and the rise of the Kim family in North Korea.

Community Service Class

Jon Raimon

Community Service/Career (Essential I-B/I-C) HS Social Studies (Essential V)

Grades: 10 - 12

Year-Long Course

Course Prerequisites: It is best if students have already completed the 60 hours of service required to graduate. If they have not, they need permission to be in the course. In addition, students must be part of the focused Family Group that links up with this course.

What is the meaning of service? What is community? We will explore these essential questions throughout the year. Each student will complete over a 100 hours of service through both individual placements and group projects that the students design. We will read and write about the ideas of service and community, have guest speakers, and, as a group, decide where and how we want to help out around Ithaca. The course will be linked to the Akwesasne Trip in May. Hence, we will also study Native cultures and do fund- raising for the Freedom School, which is the school we visit on the Akwesasne Mohawk Nation. Five points to keep in mind: 1) Once or twice a month you may need to give up some time on weekends and weeknights to do service projects. In addition, we usually work on a service project after school one day a week and often eat lunch on the run as we do service during the school day at least once a week. 2) You will gain an in-depth if you complete the course (including the readings), 100 hours of service this year, and the 60 hours of service for the normal graduation requirement. 3) Much of course will be student run, including facilitating discussions and planning service projects. 4) There are readings that we discuss in a college seminar fashion and you earn one semester of social studies credit; you can often pursue your facing-bias essential, too. 5) You must be in the Service Family Group to be in the class.

Note: No one should take the class merely to fulfill their 60 hours of service; there are far easier ways to do that. This course is a major commitment and for people who want to delve into service, social justice, and related areas.

Economics

Michael Nardi
HS Social Studies (Essential V)
Grades: 11 - 12
1/2 Year Course

Course Prerequisites: Completion of Africa Studies and Latin America Studies, but priority will be given to seniors.

Topics include: basics of a market economy -- Adam Smith's concepts about the market system and Karl Marx's critique of that system; the Stock Market, the Great Depression, New Deal, and the concepts of John Maynard Keynes; Money, Banking, Credit, and taxes; issues of poverty and the economic safety net, and personal finance.

Facing History and Ourselves

Lexi Hartley
HS English (Essential II-A) HS Social Studies (Essential V)
Grades: 10 - 12
Year-Long Course

Double period. Students must have 9th grade Global Studies credit to take this course. I would highly encourage juniors and seniors who haven't taken it in the past to take it this year.

How do we make choices--and how do our choices impact history? How does psychology relate to media and history? What is it like to experience conflict? What is going on in the world around us--and what are the historical causes? We will explore all of these questions, and more, in LACS's classic course about 20th and 21st century history, literature, and current events. Some enduring issues of this class including big questions about good and evil, conscience, prejudice, racism, justice, obedience, authority, education, responsibility, and resistance.

In past years in Facing History, we have explored the history and literature of WWI, explored life in Nazi Germany and Europe in WWII in depth in a unit called "Holocaust and Human Behavior," explored the history of Communism and dystopia literature in a unit on propaganda and media, spent the spring researching the Middle East, and wrapped up with an independent research project. Given the current realities of teaching during a pandemic, I'm not sure if we will be able to explore all of these subjects in the same amount of depth. Regardless, we will be working hard throughout the year to improve our reading, writing, and ability to think critically about the intersection of the past and present. In times like this, these skills are more important than ever to help us face the history happening around us.

Global Feminisms

Bronwen Exter
HS Social Studies (Essential V)
Grades: 10, 11, 12
Year-Long Course

In this research-driven course on global feminisms we will explore the dynamics of change and backlash, and the ways in which reconsidering traditional gender norms and the gender binary can create revolutionary possibilities. We will work from a baseline of knowledge about ourselves in upstate New York, 2020, and explore how our lives compare to others from different places and times. We will build knowledge about world geography, major world religions, patriarchy, the evolution of feminist ideas and the challenges within and against feminist movements over time. We will conduct research about a variety of feminist and women's movements around the world in context, as much as possible on their own terms, in relationship to one another and to their cultures/ nation-states, and in relation to international and non-governmental organizations. Other topics may include informal and invisible labor, reproductive healthcare and rights, families navigating tradition and modern life in accessing education, the relationship of feminist thinking to activism and leadership, intersectionality, critical race theory, identity politics, GSM (Gender and Sexual Minority) rights, environmental and economic justice and violence against women. We will build a vocabulary and concept list throughout the year, in addition to regularly studying gender-related data from around the world. Creative, exploratory and analytical writing will be a regular part of what we do in class. A final project will ask students to apply what we have learned and social movement theory to a variety of self-selected topics, designing a collaborative action project that creates some local or global impact. Successful completion of this course will be a portfolio including all required GBE demonstrations for the second year of HS Global Studies.

History of the Atlantic World

Aurora Rojer
HS Social Studies (Essential V)
Grades: 9th grade only
Year-Long Course

Course Prerequisites: 8th grade promotion

Pirates, sugar, and rum; Slavery, colonization, and revolution: In this new 9th grade Global Studies course, we will explore these topics and more through the interconnected world of the Atlantic Ocean. We will begin with indigenous cultures in Latin America and Africa and follow these regions as their histories intertwine through the Transatlantic Slave Trade and European colonialism. We will build timelines, participate in seminars and simulations, and conduct original historical research. Essential questions will include: What does it mean to be “civilized”? How did Europe come to dominate the world? How are gender, race, and nationhood constructed? And what is freedom?

Public Education and Democracy

Bronwen Exter
Grade: 12 only
Year-Long Course

Democracy is sustained by an informed and engaged citizenry. How do schools foster the development of responsible citizens? How might current events and trends in politics, public health, technology and climate science shape the future of education? Are schools necessary for education? Who should have the authority to shape your education? Public Education and Democracy will introduce you to the historical, sociological, and philosophical purposes of public education in the U.S., with attention to how these purposes support and challenge social justice and democratic practices, and how they shape individual and group opportunities and outcomes. This question-driven course will examine history, case studies, education and political theory to provoke discussion and reflection. Together, we'll explore the qualities of good teaching and the conditions that support good learning. We will contrast mainstream and alternative schools. We will study, reflect upon, and put principle into action in the context of our own school, LACS, on a regular basis. Starting with identifying a foundation in what bedrock educational relationships can and should look like--knowing yourself, trusting your teachers, becoming a life-long, self-directed learner--we will write and think together about the ways we have been shaped by our schooling. We will consider the unprecedented challenges posed by today's world as its young people come of age. Successful completion of this course will earn an in-depth year of Social Studies at LACS, it will satisfy the Senior Seminar requirement, and it will award 3 credits from TC3. Prerequisite: Successful completion of the U.S. History and Government portfolio or teacher permission.

US History: The Twentieth Century

Michael Nardi
HS Social Studies (Essential V)
Grades: 10 - 12
Year-Long Course

Course Prerequisites: Completion of Global Studies portfolios in 9th AND 10th grade.

In this class, you will complete the US History & Government Portfolio. We will focus primarily (but not exclusively) on topics of the 20th Century. Cycle 1: Civil War & Reconstruction. Cycle 2: The World Wars. Cycle 3: The Cold War. Cycle 4: The Civil Rights Movement.

Essential VI

Sustainers: Science/Natural Environment

Building, Constructing, and Creating!

Natty Simson
HS Science (Essential VI)
Grades: 7,8,9
Full year course

Do you like to make things? Have you invented your own mechanical creations? Do you keep using up all the popsicle sticks and glue? This course will give you an opportunity to build new things, and try out different materials and techniques. We'll also learn some ways of documenting our plans, sharing methods of construction, and seeing what works best. Come prepared to be excited and creative, and bring your best ideas!

Chemistry

Sarah Brumberg
HS Science (Essential VI)
Grades: 10 - 12
Year-Long Course

Course Prerequisites: Beginning Algebra is a prerequisite for this course. Concurrent enrollment

Chemistry is a year-long course (with lab) which investigates the fundamentals of chemistry. The topics of study include the structure of atoms, elements, trends and groups in the Periodic Table, bonding, phases of matter, metric conversions, and balancing chemical equations. Students will be responsible for the setup, cleanup, and care of equipment used in class. Research, outside readings, lab reports, discussions, written assignments (including computational problem solving that relies on a fundamental understanding of algebra), quizzes, and assessments will take place regularly throughout the semester and year. There will be an increased emphasis on problem solving and projects. Student learning will be assessed through activities and written assessments and demonstrated through a portfolio of work done throughout the year.

Algebra is a prerequisite for this course. Please be sure to sign up for the lab that accompanies this class.

Earth Science of Climate Change

Sarah Brumberg
HS Science (Essential VI)
Grades: 9 - 12
Year-Long Course

The Earth's climate is changing. An increase in the average worldwide temperature is driven by a build-up in the atmosphere of greenhouse gases. Other changes like storm frequency and strength and precipitation patterns are increasingly effecting large populations of people and other species.

What do we need to know? What do we already know? What misconceptions do we hold?

In this class we will begin by building an understanding of climate as a system, by studying our atmosphere and its natural components. We will grapple with the complexity choosing by focusing on the effect of a few inputs and use a systems thinking approach to examine some cause and effects. To build context we will look at the change in Earth climate through history and look at some of the effects of climate change (and the feedback loops that they can contribute to.)

(There is no PBAT opportunity in this class.)

Evolutionary Biology

Gary Isaacs
HS Science (Essential VI)
Grades: 9 - 12
Year-Long Course

This course is a high school level biology class with an emphasis on understanding evolutionary biology. This is in many ways a student led course. There are basic biology concepts which we must learn, e.g., ecosystems, reproduction, cell physiology, as well as many topics in evolutionary biology that we can cover (e.g., natural selection, common descent, diversity, speciation, molecular evolution, Darwin, antibiotic arms race, evolutionary medicine). As much as possible, we will vote on the investigations we would like to undertake. We will learn essential concepts in biology as well as some major understandings in evolutionary biology. The examples and phenomena that we use to investigate these themes are limited only to our interest. This course can be used to fulfill the PBAT Requirement.

HS Biology: The Human Animal

Gina Kolb
HS Science (Essential VI)
Grades: 10 – 12
Year-long course

We will begin the year practicing what it means to be a scientist, how to ask testable questions, collect and analyze data. Using the research method, lab creation, and scientific writing, we will explore topics in Biology. First, we will look at what it means to be alive, then look at the smallest units of living things, moving to the macro scale and looking at ourselves inside and out. Finally, we will compare our anatomy and physiology with other animals. There will be reading, writing, and statistics. Group/lab work/collaboration is an important aspect of the class as well. This is a class where you, as a Jr or Sr will be working on your PBAT as well.

Intro to Chemistry

Gina Kolb
HS Science (Essential VI)
Grades: 9 - 12
½ year Course (Fall Semester only)

We will begin the year looking at what it means to think, work and talk scientifically. This class will use the topic of chemistry to hone skills you have learned previously as they pertain to reading scientific information, writing solid lab reports, and developing better lab techniques with the tools of chemistry. We will begin with atoms and elements and then delve into what happens when they interact with each other. This topic is one semester and then topic and teacher change to Intro to Physics with Natty.

Methods and Experimentation

Gina Kolb
HS Science (Essential VI)
Grades 11-12
½ Year course (Offered both Spring and Fall Semesters)

This is a place for the student who is not currently in a science class at LACS that offers a PBAT option. The sole purpose will be to work toward developing a testable experiment and see that through to a successful PBAT experience! There will be practice experiments and write-ups as well as learning scientific paper writing and some statistical analysis to make strong conclusions about the data you record.

Topics in Physics

Natty Simson
HS Science (Essential VI)
Grades 9,10,11,12
Year-Long Course

Think you know how things work? Always wanted to describe the world like a scientist? Do you make jokes about Einstein? Explain amusement-park rides? Argue about how airplanes fly? Physics studies matter, energy, and how they interact. We will choose topics from the following: Vectors, 1D and 2D Motion, Momentum, Forces, Energy, Electricity, Magnetism, Waves, Light, Sound, and Modern Physics. Through small group investigations, we will try to relate physics to your everyday life and the world around you. Please note that we will not choose the same topics as last year -- current physics students are welcome to enroll.

This course provides an opportunity for 11th graders to complete their science PBAT.

VII

Healthy Persons: PE/Health

Health Education

Joe Velez
HS PE or HS Health (Essential VII)
Grades: 7- 12
Full year course

6 units covered. 1- wellness, 2- Emotional and Mental Health, 3- Fitness and Nutrition, 4- Drugs-legal,illegal, 5- Human Sexuality, 6- Relationships (guest speakers for each unit)

HS PE

Shane Taylor and Paul Zarach
HS PE or HS Health (Essential VII)
Grades: 9 - 12
Full year course

Student voice and choice is at the forefront of our school and our Physical Education philosophy. Physical Education Class will be a time where students will be active, experience traditional and nontraditional PE activities, design and try new games, and dive deeper into what it truly means to be Physically Literate. Our standards based student centered curriculum vision is simple, we want every student to feel happy and healthy.