

2020-21 Course Catalog

Waring_{school}

Core

Core is a two-year program that seeks to introduce younger students to the culture of Waring School and to give a strong foundation in the skills which students need for continued success at Waring. For this reason, although the content of our curriculum varies from year to year, the skills we emphasize remain constant.

One of the primary overall objectives in Core is to strengthen organizational skills, which are key to success in Waring's program. We stress such skills as keeping an assignment book, keeping handouts and readings organized, turning in assigned work on time, bringing necessary equipment to class (pencils, pens, notebook, readings, etc.); taking notes, reading actively, undertaking research, writing neatly and legibly, typing and word processing, and, last but not least, budgeting time. In our current world of hybrid learning, tech skills such as submitting assignments online, contributing to class comment blogs, and writing and responding to emails are also emphasized.

Core students have a team of teachers who are responsible for Humanities, French, Science, Math, Writing, Music, Art, and Theater classes.

As in the upper school program, Core Humanities classes integrate history and literature, along with elements of geography, art history, the study of religions, and music. We work on content skill areas such as interpretive reading, group discussion, listening, notecard and essay writing, "chronological literacy," note taking, and memorization. Core Science, which includes both life sciences and physical sciences in alternating years, stresses investigation, accurate observation, analysis of data, and communication. Core Math is an integrated program that emphasizes problem solving and number sense to offer a bridge from arithmetic to algebra for students so that they have a strong foundation for our upper school mathematics program. Students begin French, approaching it first through listening, imitating, and speaking, which lead to the addition of reading and writing from their second semester onward. In Core Writing, students begin the process of finding their written voice, which we find so important for our students.

Other parts of the Core program introduce our students to a diverse set of skills and experiences. They begin to draw from observation, they learn Theater technique, and they study music, first through dance and rhythm and later by learning the basics of Music Theory. Many Core students will begin the study of a musical instrument. Others will continue to improve skills they already have. In normal years, all students sing together in Core Chorus, though this is on hiatus on the current year due to Covid.

Humanities

*Know then thyself, presume not God to scan,
The proper study of mankind is man.*
—Alexander Pope

All students at Waring spend a substantial part of the week in Humanities class. What is considered "Humanities"? Anything which falls within the sphere of human activity. In practical terms we focus our studies on what humans of the past have written, how they have lived, and what they have done. In conventional terms, this means that we spend most of our time studying literature and history. However, our mission also includes philosophy, art and music history, comparative religions, anthropology, mythology, cultural history, the history of science, and current events.

In Core and Group 1, the overall department goal is for students to learn the skills needed to study Humanities in more depth as they grow older: how to critique literature, how to discuss history, how to explore the myriad questions that human behavior can elicit.

Through these studies, we hope to gain a better understanding of who we are and where we come from: as 21st century humans, as members of the Waring School, and as individuals. Such an understanding seems the proper end to a course of study called Humanities.

Humanities: Honors Level Guidelines

Preparation

An honors level student...

- thoroughly and consistently completes assignments on time, in the proper format, and without the assistance of others (including parents) unless collaborative work is made acceptable by the teacher; all work is original and unplagiarized
- produces thorough annotations that demonstrate thoughtful reading, note key developments, accentuate nuance, make connections between texts, include personal reactions, and ask questions
- looks closely at the text, subtext, and context of readings, and pursues supplemental research when necessary
- independently reviews current events and connects current events to classroom content
- takes useful notes during class

Engagement & Leadership

An honors level student...

- demonstrates knowledge of, growing mastery of, and genuine curiosity for course content

- works towards creating an inclusive, positive, and actively engaged learning environment
- demonstrates a thorough understanding of historical content, vocabulary, literary and philosophical ideas in written work, in class discussions, tests, and other course projects
- contributes regular, clear, relevant, fresh, and insightful commentary and questions that advance the conversation and enhance engagement
- listens actively and engages courteously with fellow learners; respectfully incorporates, builds on, and/or presents counterpoints to the ideas of others
- consistently finds textual support for concepts and claims; appropriately references course texts
- shows a willingness to volunteer and take risks
- completes assigned research or mini-projects that arise from discussions
- is punctual, present, and focused
- participates in all-school meetings and brings class topics to a wider audience
- completes honors level assignments

Skill & Responsibility

An honors level student...

- adeptly synthesizes Humanities disciplines (literature, history, philosophy, the arts, and culture) and makes cross-curricular connections
- views challenge as an opportunity to develop understanding
- demonstrates organization, sophistication, originality, and polish in essay writing
- independently seeks support in reading or writing where and when necessary
- demonstrates purposeful development in reading, writing, and speaking
- presents written work that is precise, grammatically sound, and properly cited according to MLA (English) or APA and Chicago (History) standards
- initiates at least 1 meeting with the teacher each quarter to check on honors status

Core African Studies (Not offered 2020-2021)

We begin our year by studying African culture and history. Our first unit is on storytelling and oral culture. We continue by reading *The Dark Child*, by Camara Laye, and introduce a subsidiary theme of rites of passage. We study topics in the history of West Africa, including the slave trade and European imperialist ventures in Africa, and do a simulation about different forms of colonialism. After the winter break, we read *Cry the Beloved Country* by Alan Paton and do an overview of South African history, which we follow with Harper Lee's *To Kill a Mockingbird* and a look at parallel racial issues in the United States. We end with a unit on Ancient Egypt, reading *Akhenaten* by Naguib Mahfouz. We also read and discuss short stories, some by well-known Western writers and others by African writers from various countries.

Core students also memorize poetry each week. The poems we choose often connect to the topics we are studying and are another way by which we hope to help students expand their vocabulary as well as increase their appreciation of poetic language.

Finally, in the spring, students also undertake a long-term project on the towns they live in, which allows them to begin learning how to conduct primary and secondary research and manage a multi-phase project.

In order to receive Credit, students must complete their daily homework and long-term projects satisfactorily, keep up with reading assignments, participate in class activities, and show evidence of growth in the skills we have targeted.

The Core Humanities program is ambitious and demanding. We assign regular homework and give periodic tests and quizzes. We develop skills in reading, discussion, notetaking and test taking. We assign several essays and work with students to help them organize their thoughts and write in a structured way. We also plan trips and develop projects in an effort to involve students personally in their study as much as possible. We rely upon the support and involvement of parents, and we value the trust that parents place in us to guide their children.

Yasmine Fraser, Anita Richardson

Core India/China

We will begin our year by studying Indian culture and history. We will read Indian literature from several sources, including a modern prose version of the *Ramayana* and selected short stories by Indian writers such as Rabindranath Tagore, Jhumpa Lahiri, Salman Rushdie, and Chitra Banerjee Divakaruni. We will practice note-taking by listening to several Indian history lectures, and also include the geography of the region, and we will undertake a debate based around the negotiations that took place regarding India's partition into India and Pakistan at Independence in 1947. Over the course of this semester and next, we will also memorize several poems in order to deepen our understanding of poetry and poetic forms. During the second semester we will study Chinese history and culture. We will read *The Good Earth* by Pearl Buck and short stories by Ha Jin. We will use *China's Later Dynasties* by Suzanne Strauss to study Chinese history, and we hope to visit the Yin Yu Tang House at the Peabody Essex Museum if the Covid situation permits.

In the spring, students will complete a multi-step project on an immigrant family member or close friend. This project involves both primary and secondary research. Each week students write up their findings, and they conclude the project by collecting their research in booklet form. The unit will culminate with an immigrant celebration where the students present their projects.

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Yasmine Fraser, Anita Richardson, Isabelle Skillen

Group 1 Humanities

In Group 1's summer reading book *The Plot Against America*, author Philip Roth argues, "Turned the wrong way round, the relentless unforeseen was what we schoolchildren studied as 'History,' harmless history, where everything unexpected in its own time is chronicled on the page as inevitable." This year in Group 1, we will consider American history with a keen awareness of its contingency; the events of our past have not been inevitable, but have been brought about by ideas, emotions, and actions of human beings, and they have brought us to where we are today. Group 1 students will use a civics lens to look at our history, developing an understanding of the rights and responsibilities of American citizenship. How and why has the notion of citizenship changed over time, and what Americans took which actions to bring about change?

Our work in the first part of the year will involve three strands: finishing *The Plot Against America*, reading the Declaration of Independence and the Constitution, and following the 2020 election. Then we will move on to consider different periods in our history when groups of citizens used a variety of strategies to challenge power in order to secure the full rights of citizenship. Possible topics may include abolitionism and the civil war, the fight for women's suffrage, the civil rights and black power movements, and the fight for LGBTQ rights. We will in all cases work to make connections between these movements and current events. Some works of literature under consideration include *The Narrative of the Life of Frederick Douglass*, *Incidents in the Life of a Slave Girl* by Harriet Jacobs, *The Awakening* by Kate Chopin, and *The Crucible* by Arthur Miller.

In terms of skills, we will work on listening, discussing, developing vocabulary, note taking, analyzing text, expository writing, and researching. We will conduct a debate on the pros and cons of abolishing the electoral college, and we will try creating podcasts and short films. We also may enact *The Crucible* in some way - recorded and

collaged scenes, live zoom table reading, or socially distanced performance as conditions allow.

Jill Sullivan

Group 2-3 Monotheism and the Middle East

We hope to weave together two strands over the course of the year. First, we will study three monotheistic faiths: Judaism, Christianity and Islam. We will study the sacred texts, the history, the rituals, and the mysteries of each of these religious traditions. Using Zoom, we hope to meet with and learn from people who practice these religions. Second, we will study Middle Eastern history and literature during the Ancient, Medieval, and Modern periods.

In the early part of the year we will study the origins of Judaism, Christianity, and Islam. Next, we will study the medieval Crusades from the perspective of Muslims, Christians, and Jews. We will then turn our attention to the 20th century with a particular emphasis on the relationship between Israel and the Arab world.

At the beginning of the year, we discussed *Funny in Farsi* by Firoozeh Dumas. Our next texts will be Robert Alter's translation of *Genesis* and excerpts from *The Woman Who Named God* by Charlotte Gordon. Additional texts may include poetry by Rumi and 20th century literature by Israelis and Palestinians. Group 3 will read *Night* by Elie Wiesel and study the Holocaust. Group 2 will conduct a deep dive into a Middle Eastern country of their choice.

Michelle Ramadan, Josh Webb

Group 2-3 Modern Europe (Not offered 2020-2021)

This course focuses on the history, culture, arts, and literature of Modern Europe from the Reformation to the present day. We look at the meaning of European identity over the centuries, paying particular attention to the theme of modernity, and asking: "What is 'the modern'?" Using a mix of primary source texts, works of literature, essays, music, and painting, we study such topics as the Reformation and Elizabethan England, the Enlightenment and the French Revolution, Romanticism and the Industrial Era, colonialism and imperialism, World War I and Modernism, World War II and the Holocaust, and Europe today.

Students will work on developing the following skills: close reading, analytical writing, researching, delivering oral presentations, and participating in discussions.

We read *Go, Went, Gone* by Jenny Erpenbeck over the summer and will read *Hamlet* by William Shakespeare as our first major work of literature. Among other works under consideration are *Candide*, *Jane Eyre*, *All Quiet on the Western Front*, and *Night*.

Michelle Ramadan, Jill Sullivan, Josh Webb

Group 4-5 Myths, Histories, and Philosophies of the Ancient World

Myths, Histories, and Philosophies of the Ancient World will explore mythology from an anthropological and historical perspective, surveying the origins of human storymaking and religious cultures. We will explore philosophical ethics, asking "What is friendship," and consider the answer across different cultures and through different epics. We will begin the year by reading Karen Armstrong's *A Short History of Myth*, to establish an understanding of the uses and origins of myths, rituals, and the division of the sacred and profane in ancient societies. We'll read epics from different cultures, including a new verse translation of *Gilgamesh*, Sanjay Patel's translation of *The Ramayana*, *The Bhagavad Gita*, and perhaps Emily Wilson's translation of *The Odyssey* or part of Robert Fagles' translation of *The Iliad*. We plan to study the cultures around the Mediterranean and interactions along the Silk Road, and will read selections from Thomas Martin's *Ancient Greece* and Peter Frankopan's *The Silk Roads*, as well as Tony Boisvert's book *The Wolf and the Eagle*. We'll investigate philosophy, including the Ionian philosophers, Plato's *The Symposium*, *The Apology*, writings by Aristotle and Lao Tze, works of Africana philosophy, and excerpts from Oludamine Ogunnaike's *Ways of Knowing*. We'll also read and stage scenes from several Greek tragedies, including *Oedipus Tyrannos* and a work by Euripides. Throughout the course, we will challenge ourselves to understand different ways of knowing, including vernacular philosophy and orature, and to find the resonance between ideas and cultures of the ancient world and our own.

Gallaudet Howard, Joshua Fishburn

Group 4-5 American Studies (Not offered 2020-2021)

This year's Humanities class studies American history through examining diverse historiographies, chronology, literature, and culture, asking students to explore the question: "Who are we as Americans and how did we get this way?" Among many other topics, we discuss the history of Native American nations in their own right, the history of slavery, the story of women in the United States, race in North America, and the movement of peoples across borders both now and in the past.

Over the summer, students read Scott Momaday's *Way to Rainy Mountain* as well as the introduction to Jill Lepore's *These Truths*. Other authors under consideration include: James Welch, Joy Harjo, Ernestine Hayes, Toni Morrison, James Baldwin, Anne

Bradstreet, Wendell Berry, Thomas Jefferson, Harriet Jacobs, Henry Thoreau, Frederick Douglass, Ralph Emerson, Walt Whitman, Emily Dickinson, Tommy Orange, William James, Flannery O'Connor, Louise Erdrich, Willa Cather, Charlotte Perkins Gilman, Ta Nehisi Coates, Zora Neale Hurston, William Carlos Williams, Tony Kushner, and Imbolo Mbue. We also hope to make good use of visual art, film and music.

Gallaudet Howard, Joshua Fishburn

Science, Engineering, and Technology (SET)

In addition to the classroom learning experience, the SET program strives to both inform and challenge students through conducting scientific experiments and field research.

We seek to equip students with scientific knowledge and methodology, as well as creative problem solving skills. Our SET program encourages students to develop a personal relationship with nature and lays the foundation to understand sustainability and the importance of environmental stewardship. This connection to nature supports the student's natural enthusiasm, wonder and pursuit of knowledge, and sets the stage for them to continue this pursuit beyond Waring. Waring SET teachers model open mindedness and fact based reasoning by presenting scientific discoveries in context, and encouraging students to draw conclusions based on rigorous study, observation, experimentation and experience. We blend academic study with experience in an effort to help students understand the fundamental concepts and related technologies in the natural sciences and related fields. Waring places a high value on educating our students to be scientifically literate and informed about the environment and climate systems. Therefore, the high school SET curriculum offers the following course progression:

Grade 9 - Biology; Grade 10 - Chemistry; Grade 11 - Physics; Grade 12 - Capstone Course in Environmental Sciences (including independent research and presentation).

Robotics at Waring

As part of the role out of the SET department, Waring has moved its robotics programming into the SET department, expanded its team offerings in this area, and is offering new courses in robotics.

This year (2020-2021) the SET department is offering the following courses in order to expand exposure and access to robotics. At the CORE level, each student will take Introduction to Robotics for one-third of the year. At the Group 1 level, each student will take Introduction to Robotics and Astronomy for one semester and Introduction to Programming for one semester. These courses are described in detail below. The SET department is fortunate enough to have the resources and space to offer each student in these robotics classes their own robot to work with and a very large amount of space to work in; in the programming class each student has their own laptop on which they will do their work. These factors contribute to safety under the new COVID dominated reality. Given the difficulties of running a FIRST LEGO League (FLL) team under the current conditions, Waring has decided to suspend FLL team activities for the year. However, we are confident that exposing the entire middle school to some of the most important skills needed in FLL, i.e. EV3 programming will allow for many students to participate in the future.

The SET department offers a new competitive robotics team this year for members of Group 3, FIRST Tech Challenge. (In future years this team will be open to all members of the high school, but under our current COVID plan we can't mix pods, so only Group 3 can participate.) Our FTC team plans to compete in this year's remote FTC events. The team will focus on designing, CADing, manufacturing, assembling, testing and programming, a fully working FTC robot with an aim to scoring as highly as possible in this year's FTC game Ultimate Goal. Though we are working under significant restrictions due to COVID, we are still able to offer this program because of the dedicated space and resources allocated by the SET department.

In the future the SET department will continue to offer new programs that aim to expose students to wonder of the natural world and the fascinating abilities that knowledge of how the world works gives to humans.

CORE Science, Engineering and Technology : One trimester each of the following classes.

Core: Earth Science

This trimester of the Core SET program will focus on geology. We will study the internal structure and layering of Earth as they relate to plate tectonics. Natural disasters such as earthquakes and volcanoes will also be a focus through the lens of plate tectonics. Students will explore the effects of glaciers and glaciation, as well as beaches and how they get their shape, especially in relation to the landscape around Boston's North Shore and Cape Ann. Finally, we will spend time learning about resources for human energy use, both renewable and non-renewable. We'll learn through several different modalities, including face-to-face conversation (online or in-person), virtual field trips, movies, short research projects, and a textbook resource: Prentice Hall's *Science Explorer: Earth Science*.

Edith Fouser

Core: Physical Science

Core Physical Science focuses on three major concepts: forces, motion, and energy. Within each concept we introduce the students to related topics—statics, simple machines, buoyancy, electricity and magnetism, to name a few—through labs, films, demonstrations, and other hands-on activities. Each unit will culminate in a larger project in which the students will have an opportunity to demonstrate their understanding of the principles we've been studying in a creative way. The course is supported by *The Art of Construction* by Mario Salvadori and Prentice Hall's text entitled *Science Explorer: Motion, Forces, and Energy*.

Rich Stomberg

Core: Introduction to Robotics

In the Core Introduction to Robotics trimester, students will develop computational thinking and problem solving skills as they build and program LEGO EV3 robots to

complete challenges. Students will learn to use EV3-Classroom, a programming language based on Scratch, the block-based visual programming language developed to teach coding to young people. We will begin with blind driving but will move toward sensor controlled response over the course of the trimester. Students will practice using “wait” blocks, loops, and switches to program their robots to perform complex tasks.”

Sarah Carson-Lier

Core SET: Skill Development

In addition to subject content, a major goal of Core SET is to help students develop the basic skills necessary to participate in scientific study. These skills include how to observe and ask questions, how to measure and analyze data, and how to use basic laboratory equipment. Mathematics and technology are regularly integrated into classwork and homework assignments. Students learn to keep good notes in an organized scientific notebook and have ample opportunity and support to improve test-taking skills, prepare presentations, summarize and communicate conceptual understanding in writing, and analyze data collected from long-term projects.

Credit is based on class participation, citizenship, timeliness and quality of homework, quiz and test scores, as well as neatness and completeness of a student's notebook. Required materials: bound notebook devoted exclusively to science class, accordion folder to organize hand-outs and returned quizzes/tests, metric ruler, graph paper, calculator, pen/pencil, and eraser.

Group 1 Science, Engineering and Technology: One semester each of the following classes

Group 1 Introduction to Robotics and Astronomy 20-21

As part of the role of the SET department, Waring is offering a new course this year that focuses in two areas, robotics and astronomy. These two fascinating topics will allow students to advance their knowledge of a natural science while also learning about an applied-science, an approach that models the new SET department. Also, having two major areas of study will allow the students to have a hands-on experience on the days they are on campus while working on material that is more appropriate to a Zoom-based classroom on the days they are learning from home.

On the days that the students are on campus they will work on robotics. Each student will be given a LEGO EV3 robot to build and program. We will work in the brand new EV3-Classroom language. This newly released programming language for EV3 robots was created by LEGO in cooperation with Scratch and is modeled on the award winning, MIT created, Scratch language. We will use loops, conditional, if then

structures, functions and other programming ideas as we learn to control our robots. We will move from blind driving towards sensor controlled response over the course of the semester.

On the days that students are working from home, we will study astronomy. We will use the Astronomy course from the PBS Crash Course series as a backbone for the class. We will begin with a study of our solar system and then move outward to larger and larger scales. We also hope to do some observations. Your child may ask if you have a pair of binoculars, or a low power telescope, in the near future. We will look at the shaping influence of gravity at all scales of astronomy and at how scientists know what we know about the heavens.

Credit in this course is based on class participation, including full participation in Zoom sessions, quiz scores, quality of homework, and quality of projects. I look forward to working with your child in these fascinating areas.

Francis Schaeffer

Group 1 Introduction to Computer Programming

Waring's Programming course is an introduction to the principles and practices of coding. Students first use Scratch, a visual, block-based language intended for teaching coding to young audiences. Through Scratch, students become acquainted with the principles of programming structure like loops, conditions, and modules. In addition, they quickly learn the value of naming variables and functions sensibly for future use, as well as healthy and necessary practices like debugging. After programming a game or interactive animation in Scratch, students begin studying Python, a high-level programming language. Students continue the threads of earlier concepts like functions and recursion, and Python offers them more versatility manipulating data like strings and lists. Here too, students will engage in open-ended projects like writing their own algorithms, simulations, and games. Throughout the course, students engage with a partner or in a small group to ask one another questions and share their own breakthroughs, so that they can be responsible for their own creations and participate in the success of others. Their success is gauged both through their finished products and the journey they spent in class working to get there: Their in-class engagement will reflect a healthy give-and-take of brainstorming new ideas and asking for help, and their code will demonstrate their grasp of coding logically, efficiently, and with the spirit of elegance. Technology to support the class are *Acer Chromebooks*. In addition students are using the online textbook *Think Python, 2nd ed.*

Anton Fleissner

Group 2: Biology

The biology course stresses the importance of careful observation and note-taking and the use of scientific principles and techniques in the exploration of the living world. We incorporate hands-on activities regularly and students prepare current events reports that they share with the class. The class uses the text as our backbone, following a path that surveys all of the major topics in Biology. The year begins with an investigation into the basics of chemistry to understand the roles of the major types of biological molecules. Next we delve into learning about ecology and environmental science. We continue the year by studying cells. We move from studying the cell to learning about the chemical processes that are important to living things such as cellular respiration, photosynthesis, and protein synthesis. The unit that follows delves into the complexities of genetics. We focus on cancer as a model for understanding many of the mechanisms of genetic control and the effects of genetic mutations on cells and whole organisms. We study the theory of evolution by considering the contributions from a variety of scientific disciplines. We cover taxonomy and do a student-driven survey of the six kingdoms with a concentration on the Plant and Animal Kingdoms. The final portion of the class is devoted to human anatomy and physiology.

Students use the textbook, *Biology, 2010 ed.*, by Miller & Levine. Credit is based on satisfactory completion of the course and requires completion of readings and homework assignments, satisfactory results on quizzes and tests and active participation in all classroom activities and discussions.

Rich Stomberg

Group 3: Chemistry

Group 3 Science will study basic principles of chemistry. This course will give students a foundational understanding of matter that is essential for other scientific disciplines like physics, human anatomy and environmental science. We begin with an introduction to data collection techniques, and review the algebra and handling of units needed for problem solving in chemistry. We then delve into the atom, and proceed to study electron configuration, chemical bonding, chemical reactions, chemical nomenclature, stoichiometry, solution chemistry, gases, thermochemistry, kinetics, and acid/base chemistry. Students will be exposed to different data collection methods through laboratory experiments and live demonstrations. Students will apply laboratory skills to self-designed experiments. Throughout the year connections will be made between our coursework and to practical applications and to philosophical and ethical applications. In addition to individual laboratory work, socially distant group work will be used in class through project and guided-inquiry activities. Students will engage in a hybrid learning model consisting of in-person and online classes, and they will make extensive use of online resources and project-based learning.

Our primary textbooks for this class is *Modern Chemistry 5th ed.* by Holt, Rinehart, and Winston. Laboratory resources are *Laboratory Experiments for World of Chemistry*, Zumdahl, Zumdahl, DeCoste.

Credit in this course requires that students demonstrate proficiency on all written work; that they participate actively in class discussions and activities; that assignments are complete and submitted on time. Credit at the honors level requires excellence on all problem sets, essays and projects; active participation in class and ownership of the learning that we are doing together; neat, detailed and thoroughly written lab work. All students are expected to come to class on time, be prepared, and remain engaged. More than six late or missed assignments per semester are grounds for receiving no credit in the course.

Tim Te

Group 4: Physics

In Physics we study the most fundamental concepts in our understanding of nature—motion, forces, energy, and matter.

Physics has a particular focus on the mathematical relationships between these concepts. We work to develop a conceptual understanding of physical phenomena and describe these in the language of mathematics. As part of this effort we learn to apply mathematical models of physics to solve quantitative problems. Our class involves formal lab experiments, informal activities and demonstrations, lectures and discussions, and steady practice with problem solving. Over the course of the year we study the mechanics of linear and rotating systems, sound and other wave phenomena, electricity and magnetism, and optics. Our primary textbook for this class is *Physics: Principles with Applications* by Douglas Giancoli.

To receive Credit in this course, students must maintain at least a 70% average on the credit-level scored problem sets, pass the credit-level tests, perform well on labs, and consistently participate in class (including full participation in zoom sessions). Students who are working at the Honors level must demonstrate a strong command of the material as well as deep and serious engagement with the class. Students working at the Honors level will be given different, more challenging problems on their scored problem sets and tests. In the past students have needed to achieve an 85% average on the problem sets to pass the honors offering of the course, however, sometimes this is lowered depending on how the whole class is doing. Besides performing well on the more difficult homework and tests, they must show diligence, thoroughness, and excellence in all their written work, and they must be strong and active participants in class.

This course, like other courses, faces unique challenges in the time of COVID. Despite these challenges we will be doing hands-on labs. These will be conducted while maintaining social distancing, with masks and with gloves. We also face the challenge of having half our classes on zoom. Students are expected to be present for, and fully participate in, zoom sessions. Despite this year's special challenges, I am very hopeful that the students will get an eye-opening introduction to the fascinating reality that underlies our every-day world.

Francis Schaeffer

Group 5:

Oceans, Climate and Society (2020-2021)

Oceans, Climate and Society is this year's capstone course in the science program that gives students the opportunity to develop a deeper understanding of how terrestrial, oceanic and atmospheric systems interact. We will study the oceans through a study of Global Ocean systems and more local systems such as the Gulf of Maine, the Gulf of Maine watershed. First semester students will synthesize their learning through an in-class debate on resource management and regulatory policy. Topics may include, but are not limited to, fisheries management, water quality control, atmospheric emissions, coastal development, and territorial sovereignty. Furthermore, during the second semester students will develop their personal scientific interests through a research project/thesis paper and a presentation given either at All-school-meeting or in class at the end of the academic year. Due to social distancing restrictions there will be no lab work this fall and class will be conducted as a hybrid online and in class model. Second semester, the feasibility of field work will be reevaluated based on local, state, and federal health guidelines. Depending on the circumstances, students may conduct their own experimental studies and collect data through field work and/or they may use peer reviewed scientific journal articles as their primary sources. Topics may include, but are not limited to, marine debris analysis, plankton studies, water quality analysis, sediment studies, lobster life cycles, sea level rise, technologies used to study the oceans and atmosphere. While all projects must be grounded in at least one area of Oceanography and Climate studies, students who are interested in human impact on the environment and related social, political and economic issues may develop those interests as well.

Throughout the year the class will be based on participatory class lectures, discussions and associated activities. As possible, presentations will be given by visiting research scientists and professionals active in the field. Readings from selected texts and journal articles, and response essays will be assigned throughout the semester. There will be

two tests per semester, once before each midterm and once before the end of each semester.

Performance in the class will be evaluated, in part, on the basis of tests, short writing pieces, classwork, the class debate and the independent research project. Credit in the class requires that students demonstrate proficiency on all written work; that they participate actively in class discussions and group work. Credit at the honors level requires excellence on all written work, active participation in class, ownership and leadership of the learning that we are doing together. All students will participate in the class debate during the first semester and complete a research/thesis paper and related presentation in the second semester.

Textbook: *Essentials of Oceanography (11th edition)* by Allan P. Trujillo and Harold V. Thurman.

John Wigglesworth

French

French classes this school year are meeting remotely on Zoom, three times per week.

Students at Waring spend up to seven years studying French. There are some goals which we hold for all students: we want them to feel comfortable using French both orally and in writing; we want them to become curious about French and Francophone cultures. During their time at Waring, each student moves at his or her own pace in progressing toward our overall goals. French classes are grouped into two large groups: Core and Groups 1-5. Within these, we subdivide classes into smaller groups of students according to skill and ability.

Gradually students learn to speak and write about their lives and the topics and literature they study. We teach them to read with the goal of being able to read in French on their own for pleasure. We discourage translation but rather encourage building the vocabulary needed to understand simple texts from which they learn to handle more and more challenging works. In school, we try to surround students with French both in and outside of the classroom. Students and teachers speak to each other in French as often as possible. We regularly conduct all-school meetings in French, have French announcements, publish French writing in Le Temps Retrouvé, and present French skits or plays. Students will also participate in the annual Concours de Poésie in which they memorize and recite a French poem and compete with other students.

We encourage students to travel and do exchanges with French students in the summer or during the school year, as well as to watch French films, listen to French music, and read online French magazines and newspapers. TRAVEL PROGRAMS TAKE PLACE SUBJECT TO INTERNATIONAL AND DOMESTIC HEALTH AND SAFETY EXIGENCIES.

When students leave Waring School, we hope that the French language and many francophone cultures will have become an important part of their lives which they will never lose.

Honors Levels (Groups 3-5):

Students taking French courses at the Honors level are asked to consistently perform tasks at a higher level of proficiency and sophistication, typically at the levels Intermediate III and above.

Occasionally, students may take an Intermediate II course at an Honors level if they have already skipped a level and/or if their performance and contributions are excellent. This will be brought before the French department on a case by case basis.

To challenge students taking a course at the Honors level, the teacher will provide alternative expectations, individualized assignments, and / or evaluations. In all cases,

students will be expected to contribute to the class fully and positively and act as a role model striving to excel.

A student wishing to take a course at the Honors level must be invited to request such special status by his/her teacher by mid to late October.

After the student and teacher have discussed the Honors course parameters and agreed upon them, the candidate for Honors will sign a contract / calendar written by his/ her teacher. By the end of October at the latest, the student's status must be confirmed by the teacher's assessment of the student's performance and attitude. At this time, a student not meeting the Honors expectations may only be eligible for Credit at the end of the semester. A similar calendar and set of rules will apply for the second semester.

Core Débutants I

Students in these classes have very little or no previous knowledge of French. Until January, their classes do not use written language. Classes are conducted entirely in French and students are given useful, everyday language contexts in which to understand and use the language. Students learn to talk about the weather, their likes and dislikes, their families, and their homes. Nightly homework assignments require students to record sentences and conversations which they have practiced in class. They should record for a minimum of 2 minutes each evening following their French class. After the transition to written French, students receive regular written assignments.

The topics covered in classroom conversation parallel the progress of the textbook, *Adomania*, which is used starting in January. At that time students review the same topics and structures covered in the fall, using the textbook, so that the transition to written language can be made smoothly. At every level we guide them in conversation. We ask them to listen to and act out skits and scenes, memorize poetry, read simple texts in French and begin writing and reading.

In order to earn Credit for the first semester, students must complete their homework (an audio recording for every day French class meets: Monday through Wednesday or Wednesday through Friday and if the teacher assigns a recording on non-class week days, they should send in those recordings as well), participate actively and appropriately in class conversations and show evidence of growth in their ability to use oral French. Students need to make sure that their attendance and punctuality are in good standing.

In order to earn Credit in the second semester, students must complete their daily homework, listen attentively, participate actively and appropriately in class, and show evidence of growth in their ability to use oral and written French. Students need to come to class on time and prepared.

Required material: A computer or phone enabled to make voice recordings.

Maureen Gedney, Anna Marie Smith

Core Débutants II

This second-year French class aims at consolidating the gains from the prior year. During the course of the year, students increase the fluency and sophistication of their spoken French and make progress in their ability to write and read efficiently. We emphasize oral French through role-plays, conversations, songs, talking about pictures, and excerpts of films.

We begin with a review of basic grammatical concepts using magazines and the new textbook, *Zénith 1*. New concepts include the use of most common irregular verbs, the immediate future, and past tenses. We learn about various Francophone countries, regions of France, and major landmarks in Paris. We also look at contemporary French family life.

In order to earn Credit, students must complete their daily homework, listen attentively, participate actively and appropriately in class, and show evidence of growth in their ability to use oral and written French. Students need to come to class on time and prepared.

Anita Richardson

Core Intermédiaires 1

This class moves from the relatively simple beginner level to increasingly complex grammar and vocabulary. Classes are conducted in French and students are expected to improve in their ability to speak and write accurately. This level of French focuses on everyday conversations in francophone countries (in the home, at school, at the hotel, at the cinema, etc.), on new cultures, and on writing short but accurate paragraphs. The aim is to build concrete vocabulary and a command of the basic verb tenses. Some of the important grammatical topics will be the study of gender rules, pronoun usage, a more in-depth review of the *passé composé*, and learning the *imparfait* and the future tense.

Video segments are used as well as contemporary documents and popular music. As the year progresses, students begin to read more challenging texts such as folktales, abridged versions of classical stories by French writers, current events articles, Jean de la Fontaine's *Fables* and more modern tales as a way to help build vocabulary. We will use the *Grammaire en dialogues*, and the *Grammaire progressive du Français* as well as

resources from a number of other textbooks in order to offer a well-balanced grounding in grammar, culture, and vocabulary.

To earn Credit, students must complete their daily homework, participate actively and appropriately in class discussions, and show evidence of growth in their ability to use oral and written French. Students need to make sure that their attendance and punctuality are in good standing.

Renée Becker

Débutants I

Students in this class have little to no previous knowledge of French. Until January, their classes do not use written language. Classes are conducted entirely in French and students are given a useful context in which to understand and use the spoken language. Students learn to talk about their families, their homes, the weather, activities, food and drink, and their likes and dislikes. Nightly homework assignments require students to record sentences and conversations which they have practiced in class. They record every evening, following their French class, and email the recording to their teacher. After the transition to written French, students receive regular written assignments, though recordings may still be used, often to practice reading aloud.

The topics covered in classroom conversation parallel the progress of the textbook, *Adomania*, which is used starting in January. At that time students review the same topics and structures covered in the fall, using the textbook, so that the transition to written language can be made smoothly. At every level, we guide them in conversation. We ask them to listen to and act out skits and scenes, memorize poetry, read simple texts in French and begin writing and reading.

In order to receive Credit, students must complete their homework (audio recording) every day that French class meets, and participate actively and appropriately in class conversation. They must also show evidence of growth in their ability to use spoken French, and, in the second semester, written French. Students need to make sure that their attendance and punctuality are in good standing.

Required material: A computer enabled to make voice recordings.

Yasmine Fraser

Débutants II

This second-year French class aims at consolidating the gains from the prior year. During the course of the year, students increase the fluency and sophistication of their

spoken French and make progress in their ability to write and read efficiently. Emphasis is placed on oral French through role-play, conversations, games, songs, talking about pictures, and excerpts of films.

We begin with a review of basic grammatical concepts using our textbook, *Zénith 1*. New concepts include the use of most common irregular verbs, the immediate future, and past tenses. We learn about various Francophone countries, regions of France, and major landmarks in Paris. We also look at contemporary French family life.

In order to receive Credit, students must complete their daily homework, listen attentively, participate actively and appropriately in class, and show evidence of growth in their ability to use oral and written French. Students need to come to class on time and prepared.

Stéphanie Williams

Intermédiaires I

This class moves from the relatively simple beginner level to increasingly complex grammar and vocabulary. Classes are conducted in French and students are expected to improve in their ability to speak and write accurately. This level of French focuses on everyday conversations in francophone countries (in the home, at school, at the hotel, at the cinema, etc.), on new cultures, and on writing short but accurate paragraphs. The aim is to build concrete vocabulary and a command of the basic verb tenses. Some of the important grammatical topics will be the study of gender rules, pronoun usage, a more in-depth review of the *passé composé*, and learning the *imparfait* and the future tense.

Video segments are used as well as contemporary documents and popular music. As the year progresses, students begin to read more challenging texts such as folktales, abridged versions of classical stories by French writers, current events articles, Jean de la Fontaine's *Fables* and more modern tales as a way to help build vocabulary. We will use the *Grammaire en dialogues*, and the *Grammaire progressive du Français* as well as resources from a number of other textbooks in order to offer a well-balanced grounding in grammar, culture, and vocabulary.

To earn Credit, students must complete their daily homework, participate actively and appropriately in class discussions, and show evidence of growth in their ability to use oral and written French. Students need to make sure that their attendance and punctuality are in good standing.

Maureen Gedney, Anna Marie Smith

Intermédiaires II

In this class, students increase the fluency and the sophistication of their spoken French and make significant progress in their ability to read and to write in French. The class is conducted entirely in French. To start off the year on solid ground, we spend part of our time reviewing basic elements of grammar and verb tenses. We learn more about the future and past tenses and how to use the *imparfait* and *passé composé* to narrate an event in the past. We focus on the practical skills needed to carry on everyday conversations in France and introduce abstract concepts for the time. This involves building both concrete and abstract vocabulary as well as improving comprehension, pronunciation, and intonation.

Students are expected to bring both their oral and written command of the language to a much higher, more accurate and sophisticated level. They are asked to write regularly, more comprehensively, and to revise their writing, with an eye toward catching repetitive errors.

We use one main textbook, *Grammaire progressive du Français*. We regularly use video segments and contemporary cultural readings from a number of sources: current events articles, poems, songs, and challenging literature readings such as Antoine de Saint Exupéry's *Le Petit Prince* and/or Eric-Emmanuel Schmitt's *M. Ibrahim*.

In order to earn Credit, students must complete their daily homework, participate actively and appropriately in class discussions, and show evidence of growth in their ability to use oral and written French. Attendance and punctuality must be in good standing.

Anita Richardson, Anna Marie Smith

Intermédiaires III (Part 1)

This course will begin by consolidating and reinforcing concepts covered in Intermédiaires I and II, with the aim of increasing students' accuracy in both speaking and writing. We will devote a good deal of time to sorting out confusion around tense construction and usage before adding new tenses, as well as increasing students' mastery of the various pronouns. Readings will include a number of articles from various online news sources reflecting the French speaking world, short stories, and several poems. We will start by reading large excerpts of the *Déclaration universelle des droits humains* and discuss how it could be re-written to adjust to today's societal issues. We will read two complete novels, including Jean Giono's *L'Homme qui plantait des arbres*. We will of course watch a couple movies and sing songs.

Students are expected to bring their command of the language to a higher, more accurate level. There are nightly homework assignments. Regular writing assignments, with required revisions, allow the students to improve their ability to express

themselves fluently. The emphasis is on developing good habits in speaking and writing, which will serve students throughout their study of French.

Students must complete their daily homework, make constructive and systematic use of resources such as dictionaries, our grammar text, *La grammaire progressive du français*, and verb book, *Le Bescherelle*, or its electronic equivalent, participate actively and appropriately in class discussions, and show evidence of growth in their ability to use oral and written French. They must also make sure that their attendance and punctuality are in good standing.

This class may be taken at an Honors level with teacher approval. Additional requirements for Honors will include writing both more extensively and with a more meticulous degree of accuracy, taking a consistent role of leadership in day-to-day class activities, and demonstrating consistent mastery of past and current language concepts in both writing and speaking. An additional project may be required in either or both semesters.

Anita Richardson, Marianne Durand

Intermédiaires III (Part 2)

The Intermediate III (Part 2) course comprises a thorough and wide-ranging review of grammar including the use of pronouns, verb tenses, but also such seemingly simple yet important notions as how to ask questions depending on the speech register: colloquial, standard, and literary. Such consolidation of concepts aims at increasing students' accuracy in both speaking and writing. Students will be asked to produce a great deal of writing, expository and creative, enriching their vocabulary as much as possible. They will go beyond the concrete to discuss abstract topics in culture and literature. Students will continue polishing their pronunciation through songs and skits. They will work on debating and carrying on abstract conversations as they would in a Humanities class.

Readings will include excerpts from contemporary francophone authors, a number of poems, and short-stories by Maurice Leblanc and Guy de Maupassant, among others. In order to study cultural and linguistic puns we will read scripts by Belgian stand-up comedian, Raymond Devos as well as Uderzo and Goscinny's *Astérix et Obélix*. We will read at least one complete novel. We will keep abreast of French news coverage of world events to learn more about Francophone thinking and cultural perspective. We will of course watch a couple movies and sing songs.

Students are expected to bring their command of the language to a higher, more accurate level. There are nightly homework assignments. Regular writing assignments, with required revisions, allow the students to improve their ability to express

themselves fluently. The emphasis is on developing good habits in speaking and writing, which will serve students throughout their study of French.

In order to earn Credit, students must complete their daily homework, make constructive and systematic use of resources such as dictionaries, our grammar text, *La grammaire progressive du français*, and verb book, *Le Bescherelle*, or its electronic equivalent, participate actively and appropriately in class discussions, and show evidence of growth in their ability to use oral and written French. They must also make sure that their attendance and punctuality are in good standing.

This class may be taken at an Honors level with teacher approval. Additional requirements for Honors will include writing both more extensively and with a more meticulous degree of accuracy, taking a consistent role of leadership in day-to-day class activities, and demonstrating consistent mastery of past and current language concepts in both writing and speaking. An additional project may be required in either or both semesters.

Marianne Durand

AP® French

This course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and many cultures of the French speaking world. This course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. This course will be taught entirely in French.

The students will learn to use the three modes of communication as defined in the Standards for World languages: interpersonal, interpretive, and presentational.

While learning the three modes of communication, the eight skills defined by the College Board will be incorporated in the study of the six cultural themes. The eight skills are to: comprehend text, make connections, interpret text, make meanings, speak to others, write to others, present orally, and present in writing. The six cultural themes through which we will build these skills are: families and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

The six themes will be integrated throughout the year. The students will be encouraged to express different views on real world issues, make connections to other disciplines,

and be able to compare differing or similar aspects of the target language cultures to their own.

Students will read articles and watch videos on current events, as well as read excerpts from literary texts. Our main resources will be the AP Classroom, as well as excerpts from the following textbooks: *AP French : Preparing for the French Language and Culture Examination*, and *Allons au-delà – La langue et La Culture du Monde Francophone*

In order to earn Credit, students must complete their daily homework, participate actively and appropriately in class discussions, and show evidence of growth in their ability to use oral and written French. Attendance and punctuality must be in good standing. This class may be taken at an Honors level with teacher approval. In order to earn Honors, a student must excel in all aspects of the course work demonstrating consistent mastery of past and current language concepts in both writing and speaking, as well as take a consistent role of leadership in day-to-day class activities.

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Maureen Gedney

Mathematics

Mathematics is a language for understanding our world. At Waring, our goal is to empower our students to reason quantitatively, make an effective mathematical argument, solve challenging or unfamiliar problems, and represent a math idea in multiple ways. We do this with small classes, problem-solving, and collaborative learning. Students are expected to offer not only a reasonable “answer” but also explain or demonstrate the mathematical processes that got them there. We assess student learning through traditional quizzes and problem sets, but also in how students demonstrate their understanding through collaborative group work, oral presentations, class activities, individual conferences, projects, and reflection portfolios. Moving through our course sequence, students build their capacity as learners and doers of mathematics.

Waring students complete a program of study in college preparatory mathematics, beginning with a two-year course offering students in our Core program (grades 6 and 7) a bridge to Algebra, three years of Foundational mathematics with an emphasis on algebra and geometry, followed by two years of advanced mathematics with an emphasis on function theory, trigonometry, statistics, and data analysis. Students may study Calculus at the Advanced Placement level and/or pursue an independent Intensive course in mathematics. All students are expected to take mathematics for all of their years at Waring. Group 5 students who have successfully completed Precalculus, however, may petition for a Senior Intensive in another discipline. Students move through the program at a pace that is based on a thoughtful evaluation of their ability and their learning style.

To earn Credit in all math courses, students must keep up with assigned homework and demonstrate proficiency in written work, class participation, and in-class assessments and projects. When appropriate, students may re-submit their written work or do supplemental problems. Students are expected to come to class on time and be prepared. More than six late or missed assignments per semester are grounds for No Credit in a course. Students in groups 3 and up are eligible to earn Credit at the Honors level. In order to earn this distinction, a student must meet all the requirements for Credit in the course, as well as excel in written work and problem-solving, and perform well on assessments and projects, and take a leadership role in meeting course goals.

Co-curricular opportunities for students in math include Math Cafe elective and Math Peer Tutor Program. The Math Cafe elective allows students to do problem-solving and get math help with a classroom teacher. Advanced math students may train as Math Peer Tutors and work one one one each week to assist other students’ learning or in the Math Cafe. Students who are Math Peer Tutor Leaders are trainers and resources to our Peer Tutor cohort and they may also teach workshops during Focus/Flex periods.

During Fall 2020, Math Classes are meeting synchronously three 45-minute periods a week in an “all remote” learning environment, as part of Waring's Covid19 response plan.

Core Math 6

This course allows students to develop their numerical, spatial, and algebraic reasoning, with an emphasis on understanding rational numbers and their arithmetic. Students compute with, apply, and picture decimals, percents, fractions, integers, scientific notation, and powers. Special attention is paid to fractions and negative numbers, as well as data sets and geometry. The math is used to model real world situations, such as populations, polygons, and space travel. Variables appear as a way of describing generalizations, as a language for formulas, and as an aid in solving simple equations. The text for this course is the *University of Chicago School Mathematics Project, Pre-Transition Mathematics* (1st edition).

Anton Fleissner

Core Math 7

This course is a bridge from Arithmetic to Algebra, strengthening mathematical foundations, with a focus on problem solving, deep understanding, representing mathematical ideas visually, numerically, symbolically, in tables, and graphically. We will investigate real world problems in mathematical ways. It is intended to prepare students for success in an Algebra course in Group 1 (8th grade). Skills covered may include exponential notation, fractions, decimals, ratios, percentages, signed numbers, basic plane and solid geometric figures, probability, coordinate graphing and solving linear equations. A calculator will be used occasionally, but the emphasis will be on ensuring that students are secure in number sense and computation, the foundation of math fluency, while becoming confident mathematical thinkers. We will use a variety of teacher-selected materials, made available through Google Classroom if necessary.

Julie Nelson

Upon successful completion of the Core Math program students will be ready for a full year Algebra course.

Algebra (Foundations Year 1)

This course allows students to continue to develop algebraic reasoning skills through the study of linear equations and inequalities, systems of equations and functions. Students extend their comfort with algebraic notation and manipulations, as well as computational fluency and number sense. Quadratic functions are introduced as time permits. An emphasis is placed on learning to represent and analyze mathematical problems and real world situations and data using physical and visual models, graphs and tables, and algebraic equations. Skill development is embedded in problem-solving activities and challenges to encourage critical thinking. Use of graphing calculators will be incorporated into the course.

Course Materials: Resources for the course will include a variety of teacher-selected materials, provided through Google Classroom as necessary.

Julie Nelson, John Ferrick

Integrated Geometry (Foundations Year 2)

This course focuses on Geometry while also incorporating topics from Algebra as time permits. This integrated approach will allow for continuity of our program and foster student understanding of algebraic reasoning, mathematical arguments, spatial reasoning and geometric relationships. Constructions are taught as a precise method for visualizing spatial relationships with hands-on tools. We will use transformations for definitions of congruence, similarity, and symmetry with a focus on triangles, quadrilaterals and circles. An introduction to right-triangle trigonometry in the spring will include opportunities for field projects. Algebra will continue to be integrated with Geometry in our discussion of the coordinate plane and Pythagorean theorem. We will also study perimeter, area, surface area, and volume in two-dimensional and three-dimensional figures. We will introduce proof as a tool to develop students' logical reasoning. A reference text, *Pearson Geometry Common Core Edition*, available in digital form, supports this course, in addition to a strong emphasis on problem-solving through other teacher-selected materials. A TI-84-family graphing calculator is recommended, although students may also use online graphing software such as Desmos.

Edith Fouser

Advanced Algebra (Foundations Year 3)

Advanced Algebra extends the ideas of Algebra with an emphasis on quadratic and linear functions, equations, inequalities and their inverses, and linear systems. Students will practice operations on numbers and expressions, such as powers, absolute value, and radicals. Representations of all of these ideas in the coordinate plane are explored at length. We will study rational numbers and variation. New ways of organizing real numbers using sequences and matrices will be explored as time permits. The exponential and logarithmic functions are introduced. We will build on the ideas of right triangle trigonometry introduced in Geometry using the coordinate plane and the Unit Circle. Students will explore these concepts through a mixture of class discussion and group work, online activities, and project-based learning. They will build number sense and problem solving skills. The text for this course is *The University of Chicago School Mathematics Project, Advanced Algebra* (3rd edition). A TI-84-family graphing calculator is recommended, although students may also use online graphing software such as Desmos.

Timothy Te

Precalculus

Precalculus will cover a study of advanced algebra and function theory. The course is designed to give a balanced preparation for advanced mathematics courses in both Calculus and Statistics. We also include review of essential algebra skills. A significant aspect of the class is that it will emphasize a better understanding of functions and their application to real problems and how functions are used to model data sets. The structure of the class will be a blend of lecture, small group workshop, discussion, independent investigation, problem sets and use of online resources. Text for this course: *Precalculus* (9th edition) by Michael Sullivan. Required technology for the course is the TI 84 family calculator.

John Wigglesworth, Joan Sullivan

Statistics and Introduction to Calculus

Statistics offers an introduction to the tools and thinking used for analyzing data in such diverse fields as the sciences, manufacturing, economics, and politics, and making decisions based on that analysis. The course begins with descriptive statistics, analyzing univariate and bivariate data and characterizing their distributions quantitatively. From there, the class continues with methods of collecting data and strategies for minimizing biases, followed by probability as a tool for modeling distributions and simulating real populations. Time permitting, the course concludes with inferential statistics, using confidence intervals to estimate a statistic and hypothesis testing to verify the likelihood of claims.

In the spring semester, Introduction to Calculus provides a strong foundation to study calculus at the AP or college level. The term begins with a global review of Precalculus topics in function theory, algebra, and analytic trigonometry. Students may opt to study more advanced topics like sequences and series, parametric and polar equations, and vectors. The course will end with Calculus topics in limits and, as time permits, the derivative.

The textbook for the fall semester is *Statistics and Probability with Applications* (3rd edition) by Daren Starnes and Josh Tabor. In the spring semester, the textbook will be *Rogawski's Calculus for AP, Early Transcendentals* (2nd edition) and other teacher-selected materials. Students are required to have and make regular use of the TI-83/84 Plus graphing calculator.

Anton Fleissner

Calculus AP

Calculus AP is the study of change, accumulation, infinity, and mathematical logic. The course builds on the fundamental concepts of limits and continuity introduced in Introduction to Calculus, with an emphasis on problem solving to foster intuitive understanding and flexible thinking. The course will cover limits and continuity,

differentiation and integration, applications, differential equations and slope fields, and the five main theorems of Calculus. Students who enroll in this course have the opportunity to take the Advanced Placement Calculus AB examination, with time allowed within the curriculum for comprehensive preparation for the AP Exam. However, the primary goal is to ignite in students a passion for mathematics and strong understanding of Calculus as the study of change and accumulation. Additional topics may be covered as time permits. The textbook for this class is *Rogawski's Calculus for AP, Early Transcendentals* (2nd edition) by Jon Rogawski. Students are required to have a TI-84 family graphing calculator.

Joan Sullivan

Writing

The writing program at Waring helps students to discover and develop authentic, personal voices. At all levels of the program, students write poems, stories, dialogues, plays, and personal essays, among other genres. Whatever the genre, they write every week of their Waring career, and by doing so develop both imagination and self-knowledge. We are certain that the writing program helps our students to speak personally and memorably at Convocation and Graduation every year; more important, it helps them to explore inner resources that they might not have discovered otherwise.

Writing, like any discipline, is partly a matter of habit, so we help students establish regular writing habits first. This year, due to the restrictions of our schedule, writing classes meet once a week remotely. Despite these limitations, students will present their work to an audience of peers and teacher, and the audience will critique it. Audience, in fact, is at the center of the program. Over time, the writing class audience becomes sophisticated in their critical comments; writers, in turn, increasingly understand how their work affects the audience. Put another way, whether a student has just entered the Core program or is about to complete the senior year at Waring, writing classes are workshops; students write, critique each other, revise, polish, and create finished pieces. They also publish pieces in the school magazine and at times share their work with the community at All School Meeting.

Our students enter various competitions such as the Beverly Public Library Teen Poetry Contest each year. In March, Waring typically holds a Young Writers Conference, which draws published authors from around the country and high school writers from the Boston area, including a group of students from Waring. In May, we send one or two juniors to the New England Young Writers' Conference at Bread Loaf, in Ripton, Vermont.

Some Guidelines for Credit and Honors Requirements in Writing

Specific requirements for credit and honors in Writing depend on the specific class. However, in general, CREDIT in Writing requires at least the following:

- Alert, empathetic class participation and regular in-class reading from a student's own work
- On-time responses to prompts and assignments
- Satisfactory completion of revision assignments

HONORS in Writing asks students to consider the following:

- Preparation for class: Honors students are expected to consistently produce timely, responsive, and thorough work. They should study readings with an eye toward the writer's craft, and pick up tools for their own writing. An Honors student finds pieces, exercises, or craft ideas to share with their colleagues.

- **Class participation:** Honors students should show leadership in class participation. They should seek to speak regularly in discussion, listen actively and engage respectfully with fellow learners, ask questions and listen to the answers, take notes during classroom discussions, and share their own struggles with writing, and be receptive to others. An honors student will take risks by experimenting with new writing strategies outside their comfort zone, and by sharing on-process work. Honors students may be asked to lead a class period, complete an additional assignment, or undertake a special project.
- **Growth in skill and understanding:** Honors students should show development of skill in reading, writing, and speaking about the texts we study and the student work we read. They should examine their writing practices and develop a reliable process that works for them. They should show a growth arc in the use of proper writing mechanics in their writing. They should seek help where necessary.
- **Public demonstration of leadership:** Honors students should seek opportunities to share their writing with the community outside of Waring. This can mean submitting work to online publishing sites or to a contest, writing the local newspaper, or reading pieces at All School Meeting. Honors students should also show leadership in the classroom by offering help to classmates or by leading a class session.

Core Writing

Core Writing is an introduction to the Waring writing program. Students are introduced to the free-write, the technique of giving back-language, and the aesthetics of good writing. They regularly read pieces to an audience of their peers and gradually learn to become helpful and sensitive critics. Students should be prepared to read their work each week in class. Throughout the year, each student works toward creating a portfolio of highly-revised, finished pieces. Students are also expected to read their pieces at least once at an All School Meeting. Teachers of Core writing give frequent assignments in order to help students improve their skills.

Jill Sullivan, Laura Bitler, TAs

Group 1 Writing

Group 1 Writing is based on a workshop format: students read their pieces to each other each week in class in order to learn how to give and receive criticism. Students also learn how to listen to and critique (both in writing and verbally) the writing of others. Weekly classes will generally include a lesson on either a process topic (invention, outlining, drafting, revision) or on mechanics (grammar, punctuation, syntax). Students

will then break up into groups to build on the lesson and/or to share and workshop pieces.

The focus of the first half of the year is devoted to learning and practicing various genres: fiction, non-fiction, journalism, dialogue, and poetry. We give frequent assignments in order to help students improve their skills; we also encourage public readings and publication in Waring's magazine, *Le Temps Retrouvé*. In the winter, all students will be asked to submit to the Beverly Library Poetry Contest. In the second semester we will concentrate on observation and character description, culminating in a major written portrait of a Waring Senior (or two) which will be read at two all-school meetings at the end of the year.

Harold Wingood, TAs

Group 2-3 Writing

Group 2-3 Writing is a two-year opportunity for students to experiment with a variety of different genres which may include: fiction, poetry, personal essay, drama, critical reviews, and descriptive essays. While trying out different genres, students will work to develop three areas of their writing: process, craft, and voice. Teachers will guide each student to create their own reliable writing process that will include invention, drafting, feedback, revision, editing, and proofreading. Through workshop and critique, students will consider the craft of writing - the choices a writer makes with structure, syntax, style, vocabulary, punctuation and other mechanics in order to achieve a desired effect. Most importantly, through the consistent practice of writing, students will develop their unique writer's voice.

With the change in structure of the writing classes, each 2-3 teacher has created a unique classroom experience as they have described for you below:

This year, our class time will begin with reading excerpts from various published works in different genres. Our readings will focus on elements of craft. Students will then choose a genre in which they want to develop their skills, submit a project proposal for their semester's work, and begin writing their way towards completion, benefitting from comments and critiques along the way.

Joshua Fishburn

Students in this section will develop their craft as writers by engaging in a regular practice with varied prompts that draw on their own life experience. Class meetings begin with poetry and excerpts from different genres, to allow us to focus on the

elements of craft. Students will revise selected works as the year goes on, using feedback from peers and from their teacher.

Edith Fouser

This class might be called 'Writing with Purpose', if it had a title. The goal is for students to learn that the foundation of all good writing is clarity. Another emphasis will be on students developing their voice by writing about how they experience the world around them.

Terry Kidd

In this class, students will pursue two strands of work. In the first strand, each week they will use a "read like a writer" method to mine excellent published writing in many different genres for ideas and strategies to use in their own writing. In the second strand, we will be writing a collaborative class novella in the genre of the students' choice (current frontrunner = dystopian murder mystery), in order to learn lessons about plotting, characterization, and style, but also about accountability, collegiality, and fun.

Jill Sullivan

In this course, students will design and execute an independent writing project in a genre or style of their choosing. Homework time will be dedicated to working on this independent writing project while class time will be used to discuss poems, stories, memoirs, and essays by published authors.

Josh Webb

Group 4-5 Writing

Traditionally, 4-5 writing students have the opportunity to choose their writing class each semester based on descriptions of courses that will run - much like college classes. With this year's Cohort and Pod system, we were not able to offer students their choice of class. As such, 4-5 Writing Teachers have reimagined their classes in a variety of ways so that they have the flexibility and adaptability to ensure that every student has an enjoyable and meaningful writing experience. The classes are briefly described below:

This will be a multi-genre course, the emphasis of which will be dictated by the needs and interests of the students. Until the mid-term (October 23), seniors will be given the option of working on their college application essays and supplements, while juniors will write short fiction, personal essays, plays, poetry, and creative non-fiction. After the

mid-term, the class as a whole will choose areas of concentration and honors candidates will choose representative works and assign prompts based on the reading we are doing.

Tim Averill

Welcome to the world of journalism. This class is designed to introduce the fundamental elements of news writing: students will learn the terms and concepts of journalism, and they will read and discuss recently published articles that have appeared in print or online. The class will emphasize news judgement, storytelling and reporting skills as well as writing clearly and quickly. In addition to class assignments, students will be writing stories to be published in "Le temps retrouvé".

Marianne Durand

Playwriting invites students to explore the craft and technique of dramatic narrative. Students will select contemporary plays to read that will guide them as they try their hand at writing scenes and creating both dialogue and subtext that speak to our ever-evolving times.

Elizabeth Gutterman

In this class, students will be reading contemporary stage plays (not musicals) written by women within the last ten years or so. Students will not *necessarily* be writing plays; it's up to them what kinds of writing they'll take on, using the content of plays we've read as springboards to other styles/genres that they'd like to explore. The goal is to help students' writing come alive by studying the craft of playwrights who are writing about the world we're living in right now.

Terry Kidd

In this class, students will read a wide variety of experimental writing, mine this writing for invention ideas and craft lessons, and work to free themselves of conventions and experiment in their own writing. We will look at many different types of experimentation from the speculative fiction of Octavia Butler and George Saunders to the multimodal mash-ups of W.G. Sebald and Teju Cole. Students will be encouraged throughout the semester to embrace play in writing - and to see what comes of it.

Jill Sullivan

Art

Waring's art program is founded on the idea that the world can be interpreted visually, and that during this process of seeing and drawing/painting/creating students more fully process what they see around them. Drawing is taught as a skill – or language – that everyone can access. It is the Art Department's goal that each and every student (regardless of when they arrive at Waring) will move beyond basic skills in drawing to a fluency that allows them to express themselves visually with confidence. In honing the ability to draw from direct observation the student learns to take the time to actively see the world with greater depth, clarity and self awareness. The Art program is designed to build skills year to year through a progressive and linked series of curricula. By the time Waring students graduate, they should feel confident in their visual voice, drawing from direct observation with relative ease and having an appreciation of and critical vocabulary for discussing visual art.

Building basic confidence and skills by drawing from direct observation is the hallmark of the lower levels of the art program. To this end, black and white is used primarily until the student reaches the tenth grade level. During the tenth grade year, students begin to explore both color theory and how color impacts their expressive possibilities. Weekly sketchbook assignments provide a means for students to more personally explore concepts presented in class, and students are also encouraged to use their sketchbooks in a way that feels personally relevant. The final two years of the art program are given over to elective offerings, and students choose a course that will allow them to explore in depth a particular process or concept. Additionally, qualified seniors may petition to create a Senior Intensive: a class of their own design that allows exploration of a creative endeavor of interest to them. In the tenth through twelfth grades, students are also given the option of taking art class at the Honors level. While each teacher may have specific requirements, it is understood that an Honors Art student will demonstrate an ongoing desire to push their creative process forward and a commitment to expanding and improving their visual vocabulary and skill level.

When students leave the Waring Art program they should have a confidence and interest in engaging with art both as makers and connoisseurs of visual culture.

Core Art: Foundation

Art in grades 6 and 7 is intended to build observational drawing skills, foster expression through the visual image, develop a relationship with the sketchbook, and explore art materials through various projects. Emphasis is on composition and using shape and line effectively within the picture plane. Using primarily black and white media, students practice drawing contour, proportion and value. Other projects include mask-making and 2- and 3-dimensional design projects and are often cross-curricular. Regular critiques allow for sharing ideas, examining the work of others, and building a vocabulary and ease in evaluating and appreciating artwork. Sketchbook assignments support concepts and techniques explored in class.

KB Breiseth, Marika Whitaker

Group 1: Interpretation & Process

Group 1 Art focuses on integrating and strengthening drawing and observation skills and encouraging a more interpretive take on the world. The connection between two- and three- dimensional form is introduced, and portraiture is explored. Work continues primarily in black and white media, with landscape, the human form, and still life as subject matter. The media is varied, and includes charcoal, graphite, paint, clay and printmaking. Students participate in art critique and hone their ability to express visual ideas verbally. Sketchbook assignments support concepts and techniques explored in class.

KB Breiseth

Group 2: Representational Studies (French Immersion)

Group 2 Art revisits and builds on the techniques and materials explored in Group 1, to develop drawing skills and explore connections between two and three dimensions. Using primarily black and white media, there is an emphasis on sketchbook practice, the human figure, and perspective, as well as on how to visually convey experiences and ideas through line, composition, scale, and scope of subject. The Group 2 year in Art is conducted largely in French, and regardless of proficiency level each student benefits from French immersion. Critique takes place in a structured way and is based on the work done in class, and students develop verbal communication around art-related ideas and their visual work. Sketchbook assignments support concepts and techniques explored in class, and provide the inspiration for 2-D and 3-D work.

Stéphanie Williams

Group 3: Color Media

Art 3 is an in-depth exploration of color using a variety of media, with a continued emphasis on drawing and composition. Building on previous years' neutral value work, students begin the year working from observation, using a variety of media while also continuing to exercise dynamic compositional choices through color relationships within the picture plane. Color theory is presented and explored, along with the color wheel, and the properties of color such as color temperature, harmonies and mixing. As one of the most expressive of the art elements, color often elicits a direct and visceral reaction, much like music. As such, in the spring semester, Group 3 students continue their investigation of color by working intuitively and constructing images based on personal expression and exploring color symbolism and the emotional impact of color

in art. Throughout the year, work by relevant artists is presented and discussed, offering students an art historical context. Sketchbook homework supports the development of concepts. Critique builds skills in articulating and exchanging ideas effectively using an art-specific vocabulary.

Marika Whitaker

Group 4-5 Overview

Groups 4 and 5 are offered different art courses each semester for a more in-depth studio experience. The courses may explore a particular approach, or be media-based, and have included sculpture, painting, drawing, printmaking, mixed-media and/or photography (when dark room access is available).

Group 4 Introduction to 3D Design (Semester 1)

In this class we will develop three-dimensional studies for figurative and abstract sculptural elements as well as an introduction to Industrial Design. The medium will vary with each project, and ranges from paper to wire, soap, balsa wood, and recycled materials. We will explore line structures, solids and skins. Our works will remain on a portable scale. At the end of the semester the class as a whole will be given a choice between working on an industrial design inspired project or a sculpture. To make and discuss, we'll draw inspiration from artists including: Peter Callesen, Calder, Claudel, Christo, and many more contemporary artists. Homework will include conceptual sketches, research and readings as well as more hands-on practice.

Stéphanie Williams

Group 5 Art of Abstraction (Semester 1)

Just what is abstract art and how does it relate to art created from more traditional direct observation? This course will explore how to translate representational sketches into a wide range of abstract work, and offer students further access to interpretive visual vocabulary. Work will be grounded in observation initially, but then encourage the use of pattern, color and rhythm as primary compositional elements. Using both two and three-dimensional media (including digital photography), students will be encouraged to explore the spectrum of abstraction (from "still looks like something identifiable" to "a child could make that - is that really art?") and to seek out their own unique abstract voice by looking, making, and discussing. We will peruse contemporary as well as art historical images that address abstraction, and decide whether Ben Shahn was correct when he said, "To abstract is to draw out the essence of

a matter." Homework will encourage the discovery and study of artists that intrigue in order to catalyze personally resonant sketchbook work.

KB Breiseth

Performing Arts Program

The Performing Arts Program was launched in the 2013-2014 academic year as a way to bridge the already well-established programs of Music and Theater as well as the variety of performance opportunities that are available to Waring students. By virtue of restructuring the Music/Theater Performance programs into a single department, students are encouraged to make connections between many areas of performance, including instrumental and choral programs, Theater performances, larger school-wide concerts, and student-run coffee houses. In addition, the Performing Arts faculty seek to make connections across the curricula, encouraging collaboration between students (and faculty) in various areas of the larger Waring program. For example, students who do music or Theater projects in other departments (from Humanities, to French, to Science) are encouraged to perform their work, collaborate with choruses or ensembles, or find any other appropriate venues to take their work further.

Students in Groups 3, 4 and 5 are eligible to pursue honors tracks in Music, Theater, or both. Students who wish to work at the honors level should speak with Shaylor Lindsay (music) or Elizabeth Gutterman (theater) who serve as liaisons between the student and the other faculty. A student's honors program is a mix of core honors requirements (enumerated for both Music and Theater tracks) and also a program that is fitted for the particular student and his/her strengths, interests and needs.

Music Program (Performing Arts)

Through the many aspects of our music program we hope to foster understanding and appreciation for music, and the interconnectedness of the styles loosely defined by the terms "classical", "folk", "jazz", "contemporary", and the myriad styles in-between.

Waring students experience and learn about music in a variety of settings:

Music and Humanities classes

Orchestra, Small Ensembles*

Small Choruses, All-School-Chorus*

Music Listening Meetings

Private Instrument/Voice Lessons

Winter and Spring Concerts, Student Soirées, Faculty Soirée, Cabaret, Coffeehouses, in-class performances, etc.*

Theatrical Productions

Guest Artists

Boston Symphony Orchestra open rehearsals*

Northeast District Orchestra and Chorus opportunities

(Music Honors is awarded to Honors Applicants on a department-wide basis
(see *Performing Arts* description)

***2020-21 Addendum**

This year with hybrid learning schedules and restrictions on in-person singing and wind instrument playing, Waring has revamped its chorus and orchestra programs and modified some of the performing ensembles. All students in Core through Groups 5 are now attending once weekly “Musical Arts” classes, where they learn about musical genre, history and form, and expand their listening and theory skills. Virtual ensembles, and online live performances will temporarily replace Soirées, All-school Concerts and other live performances.

Private Music Lessons

Believing that much can be learned by focused *listening* to music, and even more by *creating* music, the Waring School strongly encourages students to enroll in the study of a musical instrument or voice. Private online lessons are available to students who demonstrate the desire, commitment and discipline necessary to profit from this opportunity.

Expectations for participants include commitment to:

1. Consistent lesson attendance.
2. Regular practice.
3. Eventual performance in a soirée or other appropriate venue.

Participation in small ensembles, group lessons, class presentations or other collaborations will be encouraged in motivated students.

Music Honors students are typically expected to be engaged in private music lessons and to perform regularly.

Any interested students should contact the private lessons coordinator:

(Renée Becker: rbecker@waringschool.org)

Lessons teachers: Renée Becker, Robert J. Bradshaw, Susan Burnett-Halling, Tim Deik, Renée DuPuis, Peter Fedele, Matt Giallongo, John Hyde, Andrea LeBlanc, Martha Leven, Shaylor Lindsay, Jason Miele, Kristen Miller, Susan Slowick

Core Music

CORE students meet for one period each week. Throughout the year, students will explore the relationship between different musical periods, genres, and styles, learning to discuss and think critically about basic building blocks of music (melody, harmony, rhythm, and form). This class also serves as an introductory class to the music classes they will have in Grades 8 and 9. Material covered includes an introduction to music terminology and basic music theory, intervals, major and minor scales and solfège.

In previous years, a Core I Music Immersion class was taught to first-year Core students, and served as an introduction to Core Music II. Because of the pod restructuring this year, the Core Music classes complement each other as different parts

of a similar curriculum.

Robert J. Bradshaw, Renée Becker

Music 1

Music 1 meets for one period each week. In this course, students continue to learn the basic techniques of reading and listening to music. In addition to solidifying their knowledge of music theory, students will gain familiarity with a broad range of musical styles and techniques from across history. The course will provide a brief overview of music throughout Western history, but will also include repertoire from influential non-European and non-white musical traditions.

Renée Becker

Music 2

Music 2 is a full-year course that meets one 50-minute period each week. The course continues sight-singing/ear-training practice while adding to the program important building blocks in Music Theory, analysis, form and hands on composition. The class will continue use of Mike Campbell's *Sight-Singing Book* and will also use visual in-class aids from MusicTheory.Net as well as miniature white lapboards with music staves for hands on practice with notation, intervals and ear-training. Additionally, students will use *Noteflight's* online software for composition and notation. In some cases, the teacher might supplement units with exercises from the textbook *Music in Theory and Practice*.

Robert J. Bradshaw, Anna Marie Smith

Performing Arts Block

Music-making together is a longtime tradition at the Waring School. Valued for its contribution to general health and well-being, as well as social and academic growth, it begins with informal sing-alongs and student performances at the opening camping trip on the shores of Mirror Lake. Then, on campus it becomes a part of the regular academic curriculum when all students are assigned to one of a variety of ensembles, which meet twice each week during the Performing Arts Block for formal instrumental or choral training. Rehearsals for each ensemble culminate with a performance on the Winter and Spring concerts.

In this unusual year of restrictions on in-person singing and playing of instruments, we have replaced the PA blocks with a **Musical Arts block** for each grade level, Core through Group 5. In these blocks, we continue to work with creativity and focus to challenge students' musical imaginations and intellects. Specific class curriculum will vary according to the choices of the individual teacher and particular interests of the

students, but all classes are aimed at deepening students' appreciation of music through listening and study of the great variety of recorded music available to us, as well as through development of their own musical skills. Through listening to music together, students learn to recognise musical patterns and compositional techniques that inform our understanding of music history, styles, and structure, and help us to appreciate more deeply the emotional language of music. In-class ear-training and rhythmic exercises allow students to experience the performance aspects of music, and to continue to make music together in innovative ways. Class discussions may also center on music philosophy, including the purpose of music in everyday life and what music is as an art form. All classes will contribute to a culminating school-wide recorded performance project, based on melodic and rhythmic improvisation over a "loop" ostinato pattern. Students are also invited to work on projects, including creating their own percussion and other instruments, and to bring their love of music into the class through sharing their personal musical knowledge, opinions and experience.

Additional Ensembles, Chamber Groups, Electives

In a normal year there are many opportunities for small ensembles and chamber music work. Jazz Ensemble, Vocal Ensemble, Pop Ensemble and String Ensemble are among the many groups that would typically meet on a weekly basis. Honors students would be required to participate in one or more of these each year and all others would be encouraged to do so as time permits. In this unusual year, a reduced number of ensembles are meeting in person in smaller groups, or online to practice their parts for virtual performances.

Theater Program (Performing Arts)

The Theater program at Waring is focused on nurturing students' artistic impulses, thereby enabling them to flourish in multiple performance roles and as confident lifelong learners who create fully realized and inclusive theatrical experiences. Waring Theater is an ensemble-based program that encourages students to participate in multiple design aspects while simultaneously fully developing their onstage potential. Through exercises, improvisation, and scene study, students increase their range of physical and vocal expression. The Theater Department has strong ties with Humanities, and we strive to produce plays that dovetail with the themes and periods being covered in the upper level Humanities courses. The Theater Department normally produces four plays each year including a collection of student-written plays written in the fall semester Playwriting class, plays for Core Night, and the Core Winter Theater production. Additionally, the Theater Department offers a yearly musical in the upper school. This Fall, our pods will develop into multiple ensembles working collaboratively to envision, develop, and ultimately film several short plays. We will read, discuss, and rehearse multiple works. After selecting our favorites to stage, we will create and implement design elements, and film. *We are still determining the rest of*

our Theatre season under the guidance of school and medical guidelines.

Core Theater

Core Theater introduces students to the fundamentals of theatrical experience. Students participate in multiple exercises designed to hone their skills as listeners, observers, and collaborators. Drawing inspiration from artwork, poetry, and folk tales, as well as their Humanities readings, students create several plays and perform a selection of these at the Core Night presentation in November. During the winter elective term, CORE students have the option of participating in the Core play which provides an opportunity for motivated students to immerse themselves in a customized theatrical production (typically including elements of music and choreography), performed the Thursday evening and final afternoon before Spring Break. Our craft exploration resumes in the spring, when students read and analyze plays, and then create and devise their own pieces inspired by our readings.

Elizabeth Gutterman, Tiffany Soucy

Group 1 Theater

Group 1 Theater builds on the foundations established in CORE Theater. The course begins second semester and meets 2 periods per week as well as during allotted Group 1 Humanities periods. Students participate in several character and ensemble-building exercises building toward a final production developed in collaboration with their Humanities class.

Elizabeth Gutterman

Athletics

“Sound Body, Sound Mind”

The Waring School athletics program fosters the development of character and personal responsibility through sports. It promotes teamwork, sportsmanship, fitness, and individual mastery of athletic skills. As an integral part of Waring’s mission, athletics promotes the leadership and interpersonal skills necessary to a community built on respect, camaraderie, stewardship, sacrifice, discovery, and pride in individual accomplishment. The athletics program cultivates lifelong habits for good physical health, enhances mental alertness and emotional stability, and encourages students to excel to the best of their ability.

In a normal year, students participate in team and alternative sports throughout the academic year. Team sports include soccer and cross-country in the fall, basketball in the winter, and club ultimate and lacrosse in the spring. Alternative sports are available to students in groups 1-5 throughout the winter and spring. These sports include YMCA, kick-boxing / self defense. Theater is also available to students in groups 1-5 in the fall.

Fall sports

In a normal year, Fall sports offers boys and girls varsity, junior varsity, and middle school, “building the foundation” soccer. The varsity boys compete in the Mass Bay Independent League and the varsity girls compete in the Independent Girls Conference. Varsity and junior varsity cross-country is offered to students in groups 1-5. Theater is another offering for groups 1-5.

Fall Sports offered this year:

Yoga with Erin Clasby

Twice a week from 4:00-5:00, students will participate in a Vinyasa style of Hatha yoga. Vinyasa joins physical postures (asanas) with inhales and exhales (pranayama), creating a moving meditation. During practice, students will be guided through creative sequences designed to build strength and flexibility, while also maintaining a strong focus on the power of breath awareness. Students will engage in varying sun salutations, standing, seated, balance, back bending, and hip opening poses. Students are encouraged to observe how they entered each pose, or stayed, or left, as well as how their thoughts and actions on the mat may reflect their tendencies off of the mat. Students will be socially distanced and are expected to participate wearing a mask.

Kickboxing with Caroline Buhl

Waring Kickboxing meets on Tuesday and Friday afternoons from 3:30-5:00pm on the game field. Students are arranged in their pods with their coaches. All are masked and socially distanced by cones. Our workout begins with a healthy body warm up to make sure everyone is ready for good cardio boosting sets of punches, elbow and knee strikes and kicks. These we learn together and then drill to music, giving the students a chance to work at their own pace and comfort level. All are encouraged to “pour it on” in an effort to build cardiovascular health. Water breaks are frequent; we enjoy these together so that students can be reminded to distance well and turn away from the group for mask removal, hydration and replacement. Alternated in with these drills are interval sets that address strengthening upper body, core and lower body. Our workout concludes with a leisurely 10 minute full body stretch.

Winter sports

Winter season to be determined under the guidance of school and medical guidelines.

In a normal year, Winter sports consist of varsity and junior varsity basketball. Middle school basketball for both girls and boys is built into the academic day. Waring also offers kick-boxing / self defense, as well as strength and conditioning through the YMCA for groups 1-5. Theater is also an option for groups 1-5. Students in groups 3-5 can opt out of winter sports but need to demonstrate another athletic activity that would produce similar benefits gained as participating in one of the Waring winter sport options. A proposal form must be filled out. These can be found in the Director of Athletics office.

Spring sports

Spring season to be determined under the guidance of school and medical guidelines.

In a normal year, Spring sports consist of varsity, junior varsity, and middle school “building the foundation” lacrosse. Waring also offers kick-boxing /self defense. Club Ultimate Frisbee is an option and is co-ed, competing against other schools in the MBIL and IGC. Waring will explore a spring track option this year and may be limited to groups 3-5. Theater is also an option for students in groups 1-5.

Health

In line with Waring's mission, the Health program takes an interdisciplinary approach to the subject, integrating wellness education, leadership and team building, and health information into the curriculum. Because research has shown that adolescents make healthy lifestyle choices based not only on information but also on relationships with their families, peers, coaches, and teachers, the health program sets out both to inform the students of the possible outcomes of different choices they may face, and to help students examine and understand the influences and relationships which affect them. We make space for students to think, talk, and learn about crucial topics, including intimacy and sexuality; relationships with family, peers, and romantic partners; substances and addiction, including drugs, alcohol, and social media; mental health; and what we call "staying alive," which includes everything from exercise and nutrition to self defense and first aid. The program engages with these subjects at age-appropriate levels for each class, and in each area, we blend pre-existing curricula with specific lessons we've developed ourselves over the years. We use a host of different approaches, including speakers, role-playing, videos, discussions, readings, and a multitude of activities ranging from privilege walks to art-making to anonymous written questions to serial testimony. Health will look different this year due to COVID-19, but we will strive to provide our students with the valuable health related experiences they have grown accustomed to in previous years. All in person students will have Health class once per week on campus, and remote students will be engaging with the same topics and content asynchronously at home.

Core Health

Core Health focuses on topics such as friendships, self-confidence, basics of nutrition, introduction to sexual education and puberty, basic anatomy and physiology, the brain, addiction, hygiene and self care, team-building, movement, meditation and mindfulness, and other interests that students have. The program strives to create an environment where all students feel that their opinion counts and that what they say will be heard. Students often find that speaking publicly about their feelings and personal experiences is difficult at first, but becomes easier through the year as their comfort with their classmates and the setting increases and their trust in one another grows. This year our curriculum will be adapted to include health topics around three themes; anti-racism, COVID-19 safety, and community building and development. Health classes will be held outdoors as much as possible to reduce the risk associated with COVID-19 spread.

Group 1 Health

Group 1 Health begins this year by debriefing experiences students have had related to the Coronavirus since our school closed last March. In Health class we will be exploring the increase of anxiety among young people related to the pandemic as well as how

anxiety affects all aspects of their lives such as academic performance, relationships, as well as physical and mental wellbeing. The class will be learning and practicing important skills such as the relaxation response, emotional intelligence, and resilience. The beginning of the year will also focus on the social justice initiatives in our country. Each year Group 1 Health uses the overarching question, “Am I Normal?” to deal with a wide variety of topics ranging from advertising and media influences, personal identity, and family structures, to academic and personal ethics, bullying, sex and sexuality, nutrition, peer pressure, and drugs and alcohol. There is also a focus on mindfulness, meditation, and happiness. The units on sexuality, nutrition, and substances are usually presented by outside professionals with specialized experience in the subject matter. Because students were unable to receive units on puberty and changing bodies last year, there will be a focus on these things as well.

Group 2 Health

Group 2 Health begins this year by debriefing experiences students have had related to the Coronavirus since our school closed last March. In Health class we will be exploring the increase of anxiety among young people related to the pandemic as well as how anxiety affects all aspects of their lives such as academic performance, relationships, as well as physical and mental wellbeing. The class will be learning and practicing important skills such as the relaxation response, emotional intelligence and resilience. The beginning of the year will also focus on the social justice initiatives in our country. Group 2 Health continues and expands on the topics addressed in Group 1 and continues to cover sexuality, including consent, gender, and healthy relationships; substance use, including addiction, and recovery; relationships with peers, family, and romantic partners; self care, including nutrition, exercise, first aid, mindfulness, and use of social media. The course employs a variety of approaches, including discussion, small group work, lectures, guest speakers, videos, radio, and role playing.

Group 3 Health

Group 3 Health begins this year by debriefing experiences students have had related to the coronavirus since our school closed last March. Guided by our school social worker, we will be discussing the increase in anxiety among young people related to the pandemic and social justice initiatives in our country. Self care strategies will be explored. Because students were unable to receive sex education last year in Group 2 due to the school closure, there will be a focus on sex and sexuality for the majority of the first semester. The sex and sexuality unit includes but is not limited to: anatomy, sex and other forms of intimacy, consent, contraception, STIs, reproduction and pregnancy, gender, LGBTQIA+ related issues, healthy relationships, and porn. We will also cover substances and substance use, including addiction and recovery, and leave space in our schedule to adjust to the needs of the students, who will help to guide the curriculum. Classes begin and end with guided group stretching and meditation.

Group 4 Health

Group 4 Health meets during the first semester and continues the topics which students have been discussing in Groups 2 and 3. Group 4 begins this year by debriefing experiences students have had related to the coronavirus since our school closed last March. Guided by our school social worker, we will be discussing the increase in anxiety among young people related to the pandemic and social justice initiatives in our country. Self care strategies will be explored. Because students were unable to receive sex education last year in Group 3 due to the school closure, there will be a focus on sex and sexuality for a majority of the semester. Topics will include but are not limited to: sex for pleasure vs. reproduction, contraception and STIs, and sex in the media/culture of sex. Beyond that, the course is largely driven by the students. They decide which topics they need information about, and through discussion, reading, research, and submission of anonymous questions which we answer as a group, the class raises their own and others' awareness about the nuts and bolts of staying healthy. Classes begin and end with guided group stretching and meditation.

Group 5 Health

Group 5 Health meetings are during the second semester and continue the topics which students have been discussed throughout their time in Health at Waring. This course is largely driven by the students. They decide which topics they need information about, and through discussion, reading, research, and submission of anonymous questions which we answer as a group, the class raises their own and others' awareness about the nuts and bolts of staying healthy. Topics tend to include intimacy and sexuality, relationships (peer, family, romantic), social media, substance use, mental health with a focus on stress management, leadership, and meditation and mindfulness. As students prepare to head to college after Waring, we also take a look at how each of these subjects might impact their college experience and discuss ways to stay healthy on campus. This course also focuses heavily on current events related to health and wellness and brings media into the classroom with a focus on utilizing appropriate resources to gather information.