

# Spring 2010 Upper School Course Registration Form

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

## Directions:

- 1) All Upper School students must complete this form; proposed electives will be cancelled if an insufficient number of students sign up.
- 2.) A parent must sign the form to indicate approval of elective choices; however, a parent signature is not required if a student's schedule does not change OR if a student is scheduled into 10<sup>th</sup> grade Health 2<sup>nd</sup> semester (7<sup>th</sup> period).
- 3.) **Complete and return to NURA or MICHELE by Tuesday, December 1st.**
- 4.) In the spaces below, please fill-in your current schedule of full-year classes only. Do not include 1st semester electives unless you are taking a 2nd semester continuation course: **Jazz Ensemble, Portfolio and AP Art are year-long electives.**
- 5.) **First Semester Photography, Mixed Media, Rock 'n Roll and Guitar** students who want to continue through Second Semester may be able to do so, but must indicate their interest on this form.
- 6.) Remember: Students in grades 9-11 must carry at least 5 academic classes; **SENIORS** must take at least 4: **FIVE ARE STRONGLY RECOMMENDED.**
- 7.) 10<sup>th</sup> Grade Students WHO DID NOT TAKE HEALTH 1<sup>st</sup> SEMESTER WILL TAKE HEALTH 7<sup>TH</sup> PERIOD 2<sup>ND</sup> SEMESTER.

1st period : \_\_\_\_\_

2nd period : \_\_\_\_\_

3rd period : \_\_\_\_\_

4th period : \_\_\_\_\_

5th period : \_\_\_\_\_

6th period : \_\_\_\_\_

7th period : \_\_\_\_\_

In the spaces below, list several Spring elective classes you are interested in taking (see course descriptions). List them in order of preference, and include at least two extra possibilities, since you may not get your first or second choices.

- 1.
- 2.
- 3.
- 4.

## ALL ELECTIVES OPEN TO STUDENTS IN GRADES 9-12/ **Course Descriptions** SPRING SEMESTER 2010:

### **ACADEMIC ELECTIVES:**

#### **COMPUTER APPLICATIONS**

In this course you will work on developing proficiency with word processing, presentation, spreadsheet, and graphics applications, and become familiar with various email and Web browsing tools. You will also use peripherals such as the scanner and the digital camera. On the World Wide Web we will evaluate websites for both content and design, find and download interesting files, and work on research methodologies. We end up by designing and creating our own websites to learn how to present information in an organized fashion on the web. The class is project-based, which is to say, the grades are based mainly on these in-class projects which utilize and display mastery of the skills we need to develop. All the work is done in class, so there is no homework, and the projects are expected to be as simple or as complex as the ability of the individual student dictates, so the course is appropriate for almost any level of proficiency.

#### **COMPUTER PROGRAMMING**

Programming computers is becoming a more necessary and wide-spread skill as computers become ever more ubiquitous in our daily lives. Even beyond the practical utility, getting a lump of inanimate silicon to do what you command is one of the finer pleasures in life. In the spring elective, *Computer Programming*, we will focus on completing a few major projects throughout the semester. Since each student will arrive with a different skill set and familiarity with programming languages, the projects will be tailored to the individual. Some example projects might include: writing a program to generate a Mandelbrot fractal; creating a Tetris clone; designing a website while learning HTML, CSS, and JavaScript; creating an automatic dice roller/card shuffler; creating a program to recognize faces or objects; writing a program to play perfect tic-tac-toe; writing your own IM client; etc. Since each project will have its own needs and constraints, students may choose any language to program in. Suggested: Python, Ruby, Objective-C, C, C++, Java, JavaScript, HTML, CSS, Haskell, Erlang, C#, Perl, Bash, Tcl, and Clojure, though others are possible.

#### **PSYCHOLOGY: SPECIAL TOPICS**

In this class we will approach the field of psychology by examining contemporary topics from both sides of the issues. This will give us a breadth of understanding, facilitate our reasoning skills and expose us to research methods and important research of the past fifty years. One text, *Taking Sides: Clashing Views on Psychological Issues*, will be our primary source for themes and data. The course will include an additional topic that each student chooses and presents to the class. We will begin with the following topics: Should animal research in psychology be eliminated? Was Milgram's study of obedience unethical? Do women and men communicate differently? Are humans naturally violent? Is the theory of multiple intelligences valid? Does ADHD exist? Is treating homosexuality ethical? Do video games lead to violence? Predictable work load: Weekly reading, 20 - 30 pages; Weekly, in-class, reaction paper (1 page); active class participation; monthly discussion leader; Final Project (5 page paper and presentation).

#### **MODERN DRAMATIC LITERATURE**

Oh, to be reading Beckett, Pinter, Miller and Mamet and then leap ahead to Sara Ruhl, Lynn Nottage and Tracy Letts. We could read the Pulitzer Prize winning plays from the past 20 years and look at how they are configured, what makes them modern, what they say about our times and how they depart from the past while being rooted in the past. What a great vehicle for learning, thinking and informing our growth and development as a theater department and as lovers of great literature.

Predictable work load: Read 8 - 10 plays, one 3 - 5 page biography on a playwright, writing two reviews of local productions, and compare and contrast essays.

## **NON ACADEMIC ELECTIVES:**

### **BEGINNING AND INTERMEDIATE ACTING**

This class is designed to give you a variety of experiences in character building, living in a story, and audition preparation. The gist of the class is: Preparing an Audition monologue, classical and contemporary; scene study and stretching yourself into roles outside of your type. Though pleasure is at the heart of this work there is memorization and rehearsal, too. We will strive to find the perfect balance.

### **CERAMICS**

...A semester long studio class designed to expose students to the various methods of pottery construction. Students learn hand-building as well as wheel work. In this context, they are challenged by three-dimensional composition and the differing clay properties. Once students have mastered the construction techniques, they are required to create a number of forms, selecting that technique best suited to their design. They are expected to experiment with texture, shape, and color in the final execution of their form.

### **PHOTOGRAPHY (film, not digital)**

...A semester long studio-field class in which students learn basic photography skills, the use of a 35mm camera, and developing black-and-white negatives. Functional darkroom manipulation, such as dodging and burning in, and the use of filters, will be explored. Students will print on different papers and we will experiment with different films. Emphasis is on technical skills, such as clarity and contrast of prints, as well as an introduction to composition.

**PAINTING** ...Introductory work in acrylic painting. Students will learn color theory, various brushing techniques, shading, blending, etc. Works will include small studies and progress to full scale paintings. We will work on canvas paper, canvas board, prepared masonite, and stretched canvas.

### **MIXED MEDIA**

Students will survey numerous media. Projects are varied and often determined by the students at the beginning of the course. Examples of media/techniques covered include stained glass, batik, sculpture, printmaking, book binding, etc. Emphasis is on technique and developing awareness and appreciation of art surrounding us while learning to utilize and maintain various tools and equipment in a studio environment.

### **PHYSICAL EDUCATION**

Exercising the body on a regular basis is a necessary counterpoint to the exercise of the mind. The spring elective of *Physical Education* is intended to provide students with regular exercise during the day, a forum for friendly competition, and an opportunity to improve their skills and knowledge of several sports. Class will be held outside as often as possible and will focus on improving skills, learning the rules, and researching the history of the following activities: soccer, volleyball, badminton, ultimate frisbee, running, touch football, softball, weight lifting, basketball, ping pong, kickball, and possibly others.

### **DIGITAL FILMMAKING**

Students in *Digital Filmmaking* will experiment with the fundamentals of filmmaking- storyboarding/scriptwriting, camera operation, sound, lighting, editing- through the making of both individual and group projects. The goals of the course are to experiment, collaborate, study the art and craft of making films, and create.

### **THE GUITAR- ALL STYLES**

The guitar is a great instrument to start the study of music. Like the piano, it is a harmonic instrument--one person can be a full orchestra or band. This course can work for a broad range of knowledge, for everyone will be going at his/her own pace. Through studying the basic musical language and chords you will be able to accompany yourself on songs and be able to read and play a musical score. Individualized focus.

### **ROCK AND ROLL**

Explore the incomparable genre of R&R from the 1950's to now. The class will include history, theory and performance and is open to all levels of musicianship including beginners. Drummers, bass, guitar and keyboard players are especially welcome.