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Math (Kailah & Adam)

Math Fundamentals

Grade Level: Junior High

Description: In Math Fundamentals, students will be working to improve their number sense and computational skills. This helps with their mathematical reasoning so students will be ready to learn the fundamental concepts of symbolic reasoning.

Workload: Students are required to take notes and participate in class discussions during lectures. It is expected that students ask questions when they are confused and do not understand what to do and/or how to do it. Students may need to finish work outside of class that they are unable to finish during class periods.

Pre-Algebra

Grade Level: Junior High

Description: In this class, students will be working to improve their number sense and computational skills, while developing their critical thinking and problem-solving strategies. M/W/F classes will have lectures where students learn and/or review mathematical concepts and are assigned subsequent work depending on their level of understanding and ability. On T/Th students will be working in small groups to engage in activities that apply the mathematical concept(s) that we are covering.

Workload: Students are required to take notes and participate in class discussions during lectures. It is expected that students ask questions when they are confused and do not understand what to do and/or how to do it. Students may need to finish work outside of class that they are unable to finish during class periods.

Math Immersion

Grade Level: Junior High

Description: The Math Immersion class is designed to prepare junior high math students for high school math courses. Students are exposed to many of the topics that are covered in high school and work at a challenging pace to establish a foundation for reasoning with unknown values. This course increases students' procedural and conceptual knowledge when manipulating expressions with real numbers. Overall, students develop a concrete understanding of how to represent relationships between values using mathematical language and symbols.

Workload: Students are required to take notes and participate in class discussions during lectures. It is expected that students ask questions when they are confused and do not understand what to do and/or how to do it. This class is offered 3 days a week in preparation for students transitioning to the HS program. Students will be required to do assignments outside of class time.

Mathboard Masters

Grade Level: Junior High

Description: Mathboard Masters is a junior high math elective that explores mathematical concepts through the enjoyment of board games. In this course, students will play classic board games such as Monopoly, The Game of Life, Sequence, and others, using them as tools to strengthen their math skills. By participating in these games, students will reinforce their understanding of concepts such as probability, finance, logic, and strategy while enjoying a fun and immersive learning experience.

Workload: The majority of the work involved in this course will be completed in class. However, in rare cases, some work may need to be completed outside of class. Students will be expected to participate in gameplay, class discussions, and activities. Students will analyze game strategies, decisions, and mathematical applications. They will apply their findings to their final project: developing their own math board game and applying math knowledge creatively.

Algebra I

Grade Level: High School

Description: In Algebra I, students will further develop their understanding of real numbers and acquire fundamental skills necessary to reason symbolically. The skills and concepts learned in this course enhance students' problem-solving abilities and prepare them for more advanced courses.

Workload: Students are responsible for setting their own pace and concentrating on making progress every day while in class. To receive credit, at least 3 units must be completed each semester. Students are required to take notes and participate in class discussions. It is expected that students ask questions when they are confused and do not understand what to do and/or how to do it. Students may need to finish work outside of class that they are unable to finish during class periods.

Geometry

Grade Level: High School

Description: This course focuses on understanding the properties of two and three-dimensional geometric figures, and their real-world applications. Students utilize inductive and deductive reasoning skills in order to formulate proofs for geometric theorems. These skills help students to further analyze the world around them and prepare them for more advanced topics in mathematics.

Workload: Students are responsible for setting their own pace and concentrating on making progress every day while in class. To receive credit, at least 3 units must be completed each semester. Students are required to take notes and participate in class discussions. It is expected that students ask questions when they are confused and do not understand what to do and/or how to do it. Students may need to finish work outside of class that they are unable to finish during class periods.

Algebra II

Grade Level: High School

Description: In Algebra II, students build upon concepts they learned in Algebra I by expanding their knowledge of functions and their behaviors. Students build on writing equations to develop systems of equations, further explore different types of functions, and are introduced to matrices and the use of trigonometric functions. The topics covered in class help students develop abstract reasoning and critical thinking skills necessary for complex problem-solving.

Workload: Students are responsible for setting their own pace and concentrating on making progress every day while in class. To receive credit, at least 3 units must be completed each semester. Students are required to take notes and participate in class discussions. It is expected that students ask questions when they are confused and do not understand what to do and/or how to do it. Students may need to finish work outside of class that they are unable to finish during class periods.

Business Math

Grade Level: High School

Description: This course is designed to give students an introduction to the ways that math is used to influence business. Topics will include but are not limited to: basic finance, commission, depreciation, inflation, mark-ups, discounts, basic accounting, taxes, tax exemptions, basic and compound interest, payroll, and installments. We will cover these topics in a variety of ways including: independent reading, small group discussions, and project-based exploration and application. Passing this course will satisfy the Appamada math graduation requirement.

Workload: Students will be expected to use time management strategies to set an acceptable pace in which to cover this curriculum while in a mixed math classroom. The assignments for this course will include but are not limited to: reading, watching videos, having discussions, written analysis, problem sets, and project development. Students may be required to complete some work outside of class. You will be responsible for understanding and applying the topics covered in this course in written and verbal form. Students must be willing to ask questions and make inferences about the content of the course.

Math Lab

Grade Level: High School

Description: Do you have math homework you would like extra support to complete? Do you need a little extra time for math class assignments to fully understand a concept? Do you need to practice some SAT material? Do you want some tutoring? Are three days per week of math just not enough for what you want to cover in high school? Do you have math work from outside of Appamada that you would like support completing? Are you preparing for math at ACC? If you answered yes to any of these questions, this is the math elective for you!

Workload: Students are required to create a calendar of assignments and reflect upon their progress each month. The workload in this class is what the students make it. This is a lab-style class to set math goals and spend time ensuring those goals are met.

Language Arts (Diane & Brett)

Composition

Grade Level: Junior High

Description: The curriculum in Composition will enhance each student's ability to express their thoughts, feelings, and opinions in an articulate and meaningful manner.

Students will develop their writing skills in the form of essays, critiques of text, personal narratives, poetry, short stories, and research papers. Proper grammar, spelling, vocabulary building, sentence structure, essay formatting, and source citing will be emphasized. Self-expression, capturing the author's voice, and utilizing different styles of writing will be the fundamentals that students will learn in this course.

Another way that students will express themselves in Composition is through discussion-based learning. Students will improve their speaking and listening skills while conversing about readings and their lives. The class will practice active listening while making connections, asking questions, and engaging in dialogue with one another.

Students in Composition will also work on their reading comprehension and analytical skills with different types of literature. Students will learn tools of textual examination, such as: Author's purpose, identifying themes, making predictions, and writing critiques

Workload: Junior High Composition students will be expected to read at least one novel per semester. Students will also be reading short stories, poems, and plays. Students will have critical analysis writing assignments related to the reading assignments. Discussions on class readings and weekly reflections will also be a component of the Composition course.

Technical Writing

Grade Level: Junior High

Description: The curriculum in Technical Writing will enhance each student's ability to express their thoughts, feelings, and opinions in an articulate and meaningful manner.

Students will practice technical writing in the form of research papers, essays, and critiques of text. Proper grammar, spelling, vocabulary building, sentence structure, essay formatting, and source citing will be the focal points for technical writing practices. Students will also practice creative writing by writing personal narratives, poetry, short stories, and plays. Self-expression, capturing the author's voice, and utilizing different styles of writing will be the fundamentals of creative writing that students will learn in this course.

Another way that students will express themselves in Technical Writing is through discussion-based learning. Students will improve their speaking and listening skills while conversing about readings, current events, and their lives. The class will practice active listening while making connections, asking questions, and engaging in dialogue with one another.

Students in Technical Writing will also work on their reading comprehension and analytical skills with different types of literature. The author's purpose, identifying themes, making predictions, and writing critiques will be tools of textual examination that students will learn in this course.

Workload: Junior High Technical Writing students will be expected to read two novels per semester. Students will also be reading short stories, poems, and plays. Students will have critical analysis writing assignments related to the reading. In addition, the technical writing expectations for Junior High will be to write multiple essays throughout the semester that engage in the revision process. Discussions on class readings, current events, and weekly reflections will also be a component of Technical Writing.

Creative Writing



Grade Level: Junior High & High School

Description: As the 20th Century unfolds, all eyes are on the wonders of technology. Artificial Intelligence, CRISPR, and other innovations make it seem as though nothing old has any bearing on the world to come. And yet, a good deal of the technology that drives our days relates to the tasks that make us human. Perhaps no more visible example of this is seen in Chat GPT. This flexible software allows for the nearly instant creation of everything from essays to business plans to speeches. And yet, for all its remarkable power, the program is woefully incapable of writing a good story. It is not bad for getting the ideas of one down in a rough draft, but it cannot produce works of the quality of which its human users are capable.

This class will take the perspective that technology is just one more tool that can assist and advance creative efforts in the arts. As such, the short stories, graphic novels, screenplays, and other projects the students engage in should incorporate these programs. Students must propose and produce two works over the semester and submit them for peer review. This means the student could choose to write a collection of short stories for one project and a graphic novel for the second. Students might elect to write a graphic novel and collaborate with others to illustrate it. Regardless of what they choose to produce, drafting and editing will be a fundamental part of the process. While technologies such as Chat GPT can assist in this, they cannot replace the deeper, better minds of the students. However, they can help alleviate stress in producing the raw material that is improved over the following weeks.

Course Load: Due to the nature of the class, the course will involve a good deal of reading and writing. The students are expected to get their work done outside of class when necessary so that all can share in the sessions. Each student must participate in classes where we explore published work, and each other's work in peer-reviewed activities. Two projects are required for credit. They are necessarily of variable word lengths, but a working example might be a collection of 3-5 short stories of 1,000+ words each and a short film script of 30 pages. These will be on display (or presented/performed) for Expo Day. If the class wishes, or on a one-by-one basis, the works will also be formatted for printing and may even be submitted for publication.

Writing & Literature A/B (High School)

Grade Level: High School

Description: The curriculum in Composition will enhance each student's ability to express their thoughts, feelings, and opinions in an articulate and meaningful manner.

Students will practice technical writing in the form of research papers, essays, and critiques of text. Proper grammar, spelling, vocabulary building, sentence structure, essay formatting, and source citing will be the focal points for technical writing practices. Students will also practice creative writing by writing personal narratives, poetry, short stories, and plays. Self-expression, capturing the author's voice, and utilizing different styles of writing will be the fundamentals of creative writing that students will learn in this course.

Another way that students will express themselves in Composition is through discussion-based learning. Students will improve their speaking and listening skills while conversing about readings, current events, and their lives. The class will practice active listening while making connections, asking questions, and engaging in dialogue with one another.

Students in Composition will also work on their reading comprehension and analytical skills with different types of literature. Students will learn tools of textual examination, such as: Author's purpose, identifying themes, making predictions, and writing critiques

Workload: High school Composition students will be expected to read two novels per semester. Students will also be reading short stories, poems, and plays throughout the semester. Students will have critical analysis writing assignments related to the readings. In addition, the technical writing expectations for High School Composition students will be to write two persuasive essays and a research paper. Creative Writing assignments will be assigned every Wednesday with the expectation that these pieces will be completed as homework if they aren't finished during the provided class time. Discussions on class readings, current events, and weekly reflections will also be a component of Composition.

Writing & Literature C/D (High School)

Grade Level: High School

Description: The curriculum in Composition will enhance each student's ability to express their thoughts, feelings, and opinions in an articulate and meaningful manner.

Students will practice technical writing in the form of research papers, essays, and critiques of text. Proper grammar, spelling, vocabulary building, sentence structure, essay formatting, and source citing will be the focal points for technical writing practices. Students will also practice creative writing by writing personal narratives, poetry, short stories, and plays. Self-expression, capturing the author's voice, and utilizing different styles of writing will be the fundamentals of creative writing that students will learn in this course.

Another way that students will express themselves in Composition is through discussion-based learning. Students will improve their speaking and listening skills while conversing about readings, current events, and their lives. The class will practice active listening while making connections, asking questions, and engaging in dialogue with one another.

Students in Composition will also work on their reading comprehension and analytical skills with different types of literature. Students will learn tools of textual examination, such as: Author's purpose, identifying themes, making predictions, and writing critiques

Another goal of this class is to academically prepare students for the writing and reading requirements of life after high school.

Workload: High School Composition students will be expected to read two novels per semester. Students will also be reading short stories, poems, and plays throughout the semester. Students will have critical analysis writing assignments related to the readings. In addition, the technical writing expectations for High School Composition students will be to write two persuasive essays and a research paper. Creative Writing assignments will be assigned every Wednesday with the expectation that these pieces will be completed as homework if they aren't finished during the provided class time. Discussions on class readings, current events, and weekly reflections will also be a component of Composition. In addition, High School Composition C students will have additional assignments related to standardized test preparation to prepare individuals interested in taking the TSI, SAT, and/or ACT.

Science (Scott)

Insect Insights



Grade Level: Junior High and High School mixed (priority for JH students)

Description: This course begins with an exploration of entomology, where you'll study insects' anatomy, behaviors, and ecological significance. But the adventure doesn't stop there! Halfway through the semester, you'll transition to the art of beekeeping, uncovering the secrets of bee societies, hive management, and honey harvesting.

Course load: This course will blend classroom lessons, outdoor fieldwork, discussions, hands-on experiments, and immersive projects. In the first part of the course, you'll collect, observe, and document local insect specimens.

In the second part, you'll read books, watch movies, and eventually participate in setting up new bee colonies here at Appamada. Hands-on experience in maintaining our beehives will be central to the final project.

Self-Care Science



Grade Level: Junior High and High School

Description: This course is all about systematically analyzing health and fitness. From managing stress to improving physical fitness, and analyzing nutrition to assessing mental health, you'll explore various aspects of your well-being through the lens of scientific inquiry. You'll measure and examine stress responses, conduct nutritional analyses, assess your physical fitness, perform mental health self-assessments, and explore sleep hygiene.

The goal of this class is to equip you with the knowledge and skills to make informed choices about your health, leading to a more productive and balanced life.

Course load: This course offers a blend of lab experiments, readings, discussions, and personal reflections. You'll maintain a lab notebook and a personal health journal. You'll generate quantitative data using scientific instruments such as blood pressure monitors, pedometers, thermometers, and more. You will learn to analyze the data mathematically, graph it, interpret it, and present it to others.

The final project invites you to design and conduct your own self-care experiment, analyze your findings, and present them on Expo Day.

Intro to Chemistry



Grade Level: High School

Description: This class will follow the first few months of a typical high school chemistry curriculum. Throughout the course, you will explore key concepts such as chemical bonding, the periodic table, chemical reactions, stoichiometry, and the behavior of matter at the atomic and molecular levels.

You will engage in practical laboratory work, mastering essential laboratory techniques, safety protocols, and data analysis. You will also learn to apply mathematical and quantitative reasoning to chemical problems.

Course load: This course will include lectures, handouts, bookwork, and lab work. There will be math. You will be required to maintain an organized lab notebook throughout the semester.

The final project will be collaboratively designed based on students' interests and aptitudes.

Psychology (Kailah)

The Written Mind



Grade Level: High School

Description: The Written Mind is a psychology elective that empowers students to explore and understand the human mind through expressive writing. In this course, students will delve into the realm of psychology, self-discovery, and personal growth by maintaining personal journals and blogs. They'll investigate their experiences, emotions, and thought processes while learning psychological theories and principles. Through journaling and blogging, students will develop insight, empathy, and critical thinking skills.

Courseload: The majority of the work involved in this course will be completed in class. However, students will be encouraged to practice self-reflection outside of school as well. Students will be expected to participate in class discussions and activities. Students will practice regular journaling exercises to promote self-reflection and understanding, engage in psychological discussion, share journal insights, and research various topics for journal/blog content. The final project will include making a visual to showcase a few of your favorite journal entries or blog posts, along with creative imagery.

Film Psychology



Grade Level: High School

Description: Film Psychology is a psychology elective that explores the intricate connection between psychology and the world of cinema. This course allows students to dive into the human mind, emotions, and behavior portrayed in films. Through the analysis of characters, plot development, and cinematic techniques, students will gain a profound understanding of psychological concepts and their portrayal in the cinematic arts.

Student votes will determine our film selection. In this course, we will analyze common themes in movies through a psychological lens. We will likely watch G, PG, PG-13, and R-rated movies. There will be a required permission slip to enroll in this course.

Courseload: We will be watching 6-8 movies across the semester. After watching each film, we will hold a discussion, followed by a unique activity, such as an analysis, group activity, or individual project. Students will be expected to ask questions and participate in all class discussions.

The final project will consist of analyzing a complex character of your choosing, identifying the psychological challenges about your character, and making a creative element (sculpture, digital media, performance, etc.) that displays your meaningful understanding of the film and your character as a whole.

Social Studies (Ralph & Diane)

Civics & Current Events



Grade Level: High School

Description: This class is designed to provide students with the opportunity to discuss, understand, and explore local, national, international, economic, and social issues in a respectful, meaningful, and active way. The major focus of the class will be on the role of citizenship, both positive and negative, in the major current events in the United States.

Throughout the semester, students will stay up to date on current issues and trends. Because the subject of the class is 'contemporary events,' topics will vary considerably depending on the current news cycle. Students will present an analysis of each issue as well as an opinion as to its relevance in society. Students will then be challenged to defend their opinions on many different issues. Once students have completed weekly research identifying and analyzing current event issues, they will write an editorial/opinion article suitable for inclusion on the class-developed and driven website *hscenews.com*.

Required texts:

- Local, national, and international news relating to political, economic, and social issues as they occur
- Ongoing domestic issues
- Ongoing international issues
- Video, audio, and printed opinion pieces based on current events
- Utilize the Appamada School Social Studies website *hscenews.com* to share opinions, analysis, and consequences of key issues that relate to the many aspects of American citizenship

Workload:

- Arrive on time, prepared for class
- Create, maintain, and update a Current Events Folder in Google Classroom

- Become familiar with all aspects of American citizenship and the responsibilities that come with the rewards of citizenship
- Be creative and innovative in exploring and creating different ways to present current events, including podcasting, video development, technology resources, and social media sites
- Analyze various types of opinion articles and sort them by political affiliations, cultural issues, and personal motives
- Verify sources from all submitted events
- Be prepared to debate pro or con issues on major breaking events
- Write major editorial and opinion articles in multiple formats

Revolutionary Inventions



Grade Level: Junior High

Description: This class will look at the development of the world's most revolutionary inventions. We will focus not only on their mechanical development but also on how they changed the culture and altered the way humans view their place in the cosmos. This class explores the creative capacity of humanity and how humans have shaped and reshaped our self-understanding through inventions, beginning with the alphabet and going all the way up to the Internet.

The class will develop ideas for inventions that students envision would improve the world.

Required Texts:

- Online sources will be assigned by the instructor
- Research into important inventions and the stories behind the need for the invention, the effort put into the final product, and the lasting effects
- Construct before and after charts demonstrating the significant impact on society each invention created
- Familiarize yourself with inventors like Edison, Tesla, Fulton, Whitney, Bell, and Westinghouse

Workload:

- Attend class and arrive on time.
- Demonstrate curiosity toward the full story behind the inventions.
- Develop a creative plan for an invention or an original idea you think would be effective locally and/or nationally

➤ Create a visual or material prototype of the invention for demonstration on Expo Day

Mock Trials



Grade Level: Junior High & High School

Description: A junior high/high school course in Mock Trial is an educational program that simulates a legal trial in a courtroom setting. Students take on the roles of attorneys, witnesses, and other courtroom personnel to prepare and present a hypothetical case. They learn about various aspects of the legal system, including case analysis, legal research, witness examination, and courtroom etiquette. Mock Trial courses aim to improve students' critical thinking, public speaking, and argumentation skills while providing a practical understanding of the legal process.

**A minimum of eight students must enroll in this class.

Required Texts:

- Internet materials that include details of hypothetical legal cases, such as witness statements, evidence, legal arguments, and case law
- Any textbook or online resource that covers basic legal concepts, courtroom procedures, and relevant laws essential to understanding the legal system
- Note-taking proficiencies

Workload:

- Arrive on time, prepared for class
- Create, maintain, and update a classroom analysis sheet for every class

- Be creative and innovative in exploring and creating different ways to understand how the justice system works to proceed successfully and intelligently
- Be diligent in preparing for your role in each trial
- A rubric will be provided for each trial
- Verify sources used during the investigation stage
- Each trial will have an investigation stage, a preparation stage, and a trial stage.
- We will conduct three mock trials during the semester so assigned roles will vary
- Be prepared to serve in an assigned role for each trial:
 - Judge
 - Prosecutor
 - Defense Attorney
 - Witness
 - Juror

A re-creation of one of the trials will be developed to be demonstrated on Expo Day.

Influential Women



Grade Level: Junior High & High School

Description: "Influential Women in American History" is designed to explore the contributions and achievements of notable women throughout American history. This course typically covers various influential women, including activists, writers, scientists, politicians, etc. Students may study figures like Susan B. Anthony, Harriet Tubman, Eleanor Roosevelt, Joan Baez, Rosalynn Carter, and Rosa Parks, among others.

The course aims to provide students with a comprehensive understanding of the impact women have had on the nation's development and social progress, highlighting their roles in shaping American history. It often involves discussions, research projects, and presentations, allowing students to engage with the subject matter in an informative and inspiring manner.

Required texts:

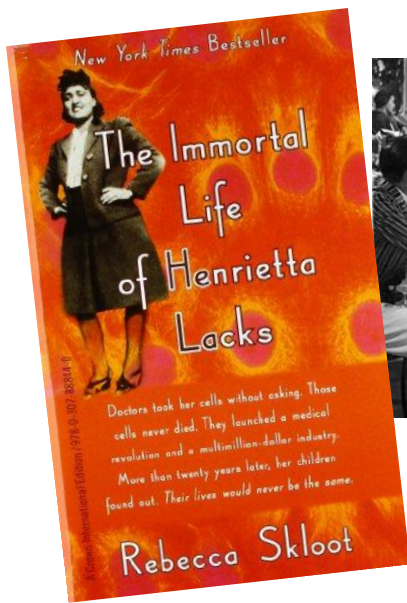
- Online research into the lives and achievements of designated influential figures in our country's history
- Class discussions to share insights and understanding of the women studied
- In-class dramatizations of certain women's lives focusing on their influence in society, politics, literature, and culture

Workload:

- Arrive to class on time
- Complete all assigned tasks in and out of class
- Prepare and present the life of a designated woman to the class using Google Slides
- Prepare a group skit or technical presentation on a particular event in a designated woman's life that was instrumental in shaping American politics and /or society and culture
- Each student will choose a woman in American history and prepare a Vision Board of what they believe she would have prepared as a young person their age

- Prepare a diorama of key women in America as chosen by the class and the instructor that will be used as a presentation focal point for Expo Day.

Forgotten History



Grade Level: Junior High

Description: The history of the United States is rich and varied. It is also terrible and wondrous, and more than a little of it is overlooked. This class will explore some of those times and people who, for various reasons, have been lost to common knowledge. These include Henrietta Lacks, an African American woman whose unfortunate bout of cervical cancer led to the “immortal cell line” that forms the core of the majority of the world’s cell research. That she was not credited for this contribution, nor was her family compensated after her death (primarily due to her race and gender), is a tremendous injustice. Another stain on the nation’s history is the tragic near-breaking of Native American culture in the “Indian Schools” that operated for a century.

This isn’t to say that all American history is bad. The story of the 1890s Columbian World’s Fair showcased many of the most significant innovations of the day, including Nikola Tesla’s AC electrical system that lit up the Chicago night for miles around. The first part of the 20th Century gave us the most truly American art forms in music - Blues and Jazz - which have become one of the world’s most influential musical gifts.

Workload: Due to the nature of the class, the course will involve a good deal of documentary viewing, as well as reading excerpts from historical texts. We will also watch several YouTube channels dedicated to obscure history, such as Thoughty2, Simon Whistler, Vox, Nutty History, and The History Guy.

The students are expected to get their work done outside of class when necessary so that all can share in the sessions. Each student must participate in these, in which we explore published work, as well as that of each other in peer-reviewed activities. In addition to smaller works and activities, the main projects of the semester will consist of the students writing a research paper on their choice of forgotten or obscure history, and creating a video similar to those produced

by the aforementioned YouTube channels. Ideally, we would publish them on YouTube for Expo Day.

Community (Instructor Collaboration)

Character & Culture



Grade Level: Junior High & High School

Description: At Appamada School we evaluate initiative, perseverance, effort, and participation in our course evaluations. However, we hold the standard of maintaining a safe (physical and emotional), inclusive (gender, race, sexual orientation, age, background of any type), and compassionate culture to a higher standard than we hold our academics. This class embodies this philosophy and gives our students the chance to consciously curate and evolve the community we are all a part of.

We will cover a lot in this course! Some topics you can expect to study and discuss are integrity, diversity, inclusion, bullying, school policies, creating a safe space, boundaries, human connection, Appamada values, vulnerability, and mindfulness.

Workload: The Character & Culture class is a required class for all students enrolled at Appamada School. Each class period will be intentionally mixed between junior high and high school students to promote an overall cohesive Appamada community through frequent team-building activities, Socratic discussions, group projects, and student-led lessons. Assignments will likely include required readings, watching videos, performing oral presentations, preparing visual art pieces, composing written pieces, and conducting theatrical performances.

The Appamada Planner will also serve as an integral part of this course. A portion of every class will be dedicated to calendaring assignments and activities, goal setting, reflecting, and practicing gratitude.

Interdisciplinary (JT, Wyeth, & Dave)

Woodworking



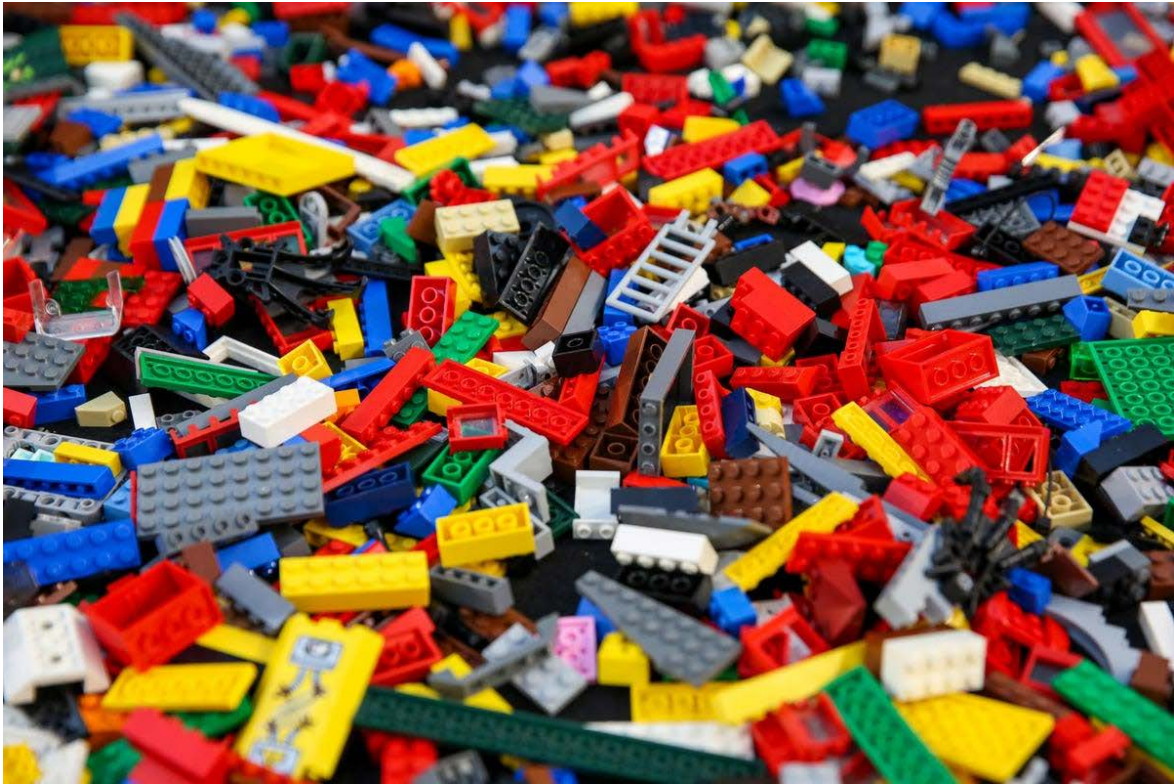
Grade Level: High School

Description: For thousands of years, carpenters worldwide have used wood to build shelters, furnishings, and works of art. This class is designed to teach students how to design and create carpentry projects. We will cover various techniques for designing, planning, cutting, shaping, and finishing projects during class. Students will work with the instructor to create individual projects to be completed over the semester by implementing the techniques that we cover.

**Admission to this class will require pre-approval by the instructor based on a one-on-one interview before you sign up for classes.

Workload: Students will be held responsible for using time management strategies and may need to work outside of class to meet deadlines. Students must be willing to work within specific guidelines for the cost of materials and equipment. Students are required to create a finished product that showcases multiple strategies covered in this course to receive credit for the class. Students will be expected to uphold the safety guidelines set at the start of the course and will be asked to leave the class if these guidelines are not met.

Brix



Grade Level: Junior High

Description: LEGO!!! This class is designed to explore architecture, design, and civil engineering using the medium of Lego bricks. Students will design and construct projects based on individual interests and challenges presented by the instructor. The class will discuss and implement the fundamentals of structural design to successfully complete building projects. Skills and techniques learned in class will culminate at the end of the semester through a large-scale class project, with each student contributing to all phases of design and construction.

Workload: Students must complete at least three building projects throughout the semester. This may require students to spend time outside of class to complete their projects. All students must participate in each building challenge as well as individual and group projects.

Chess

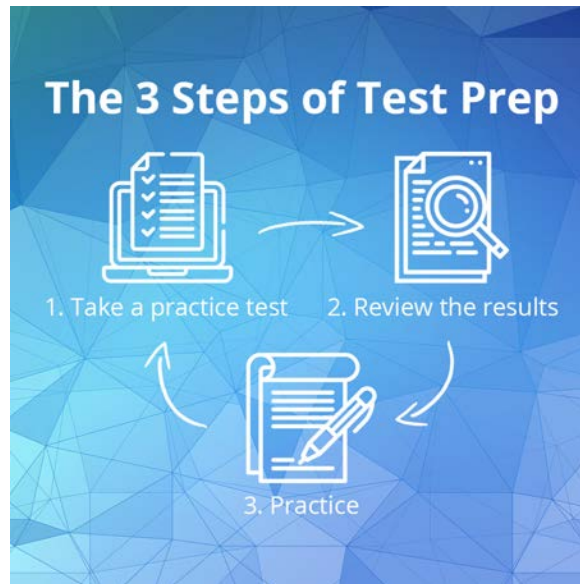


Grade Level: Junior High & High School

Description: It's truly incredible that a game conceived by humans that requires so much practical problem-solving ability can also allow for such creativity and personal expression. Every move—especially every first move—has its own personality and reveals something about the temperament of its player. Students in this class will learn the basic premise and principles of the game and participate in prepared analyses of famous games played throughout the last century. We will learn about the players behind these games, the cultures and countries they came from, and profile their individual playing styles. We will also run tournament-style brackets once a week in which students will compete in teams to accrue rating points. The two teams with the most rating points will compete in a final, which will take place at the end of the semester on Expo Day to determine our Appamada co-champions.

Workload: Students will play games online for us to analyze in class. The final project will be a compilation of at least three annotated games played by that student. They will describe their decision-making process at critical moments in the game and provide alternative moves for any mistakes they may have made.

Test Prep



Grade Level: High School

Description: The Test Prep course serves to support students who wish to take the SAT, ACT, or TSI as a part of their high school coursework or to include as a part of their college application. Students will begin the semester by identifying which standardized test they would like to take and then curating a curriculum/schedule based on their goal test date.

Time will be dedicated to general test-taking strategies, reading comprehension exercises, mathematics problems, and essay writing. A significant portion of the course will be spent on taking practice tests, identifying areas for improvement, and focusing on enhancing overall SAT, ACT, or TSI test scores.

Course Load: This course is designed with a specific goal in mind; to better a student's test score on the SAT, ACT, or TSI. Homework will be required for this course including practice problems and essay writing.

All students will be required to keep a class notebook documenting their studies from this course. This notebook will be checked by the instructor throughout the semester and serve as an integral component of a student's evaluation in the course.

Kinesthetics (JT)

Team Games



Grade Level: Junior High & High School

Description: This course is designed to teach students the correct and safe way to play team games. The games played in this class will fall into two main categories: core games and bonus games. Core games will be the main focus of this class and will make up the four learning units of the semester. The core game units for the semester will be determined by a vote on the first day of class. Options include but are not limited to: Volleyball, Basketball, Ultimate Frisbee, Baseball, Football, and Soccer. Throughout the semester, we will also spend class periods playing bonus games such as Kickball, Capture the Flag, Foursquare, etc. Bonus games will be played as often as the class's learning progress within our core game units allows.

Workload: Students are required to participate in gameplay during each class period actively. Participation will be the main factor used in evaluations at the end of the semester. We will spend three to four weeks learning about and playing each of our four core games. Students are required to participate and ask questions during core game lectures and will be assessed on the information at the end of each unit. Students will not be assessed on bonus game material.

Technology & Media (Davy & Adam)

3D Animation



Grade level: High School

Prerequisites: Has previously taken a 3D Art class using Blender (or has approval from Davy).

Description: Bring your artwork to life in 3D Animation! In this class, we will advance our skills with the Blender 3D modeling software, focusing on its animation capabilities. Learn to model, rig, and animate your characters to create animated scenes from a 3D film or video game! After establishing a foundation for working with Blender's animation tools, we'll analyze the principles of animation - such as timing, exaggeration, squash & stretch, and more - to create appealing movements that breathe life into your characters.

Course Structure: The early semester will see us refreshing ourselves on the basics of working with Blender, reviewing the best practices for creating clean, polished 3D models through assignments and exercises.

After we feel comfortable working with the software, we'll hit the ground running and explore Blender's tools that allow animation, such as its rigging and keyframe features. We'll also take time to explore and study examples of the principles of animation, such as 3D animated movies and video games, as a point of reference for us to apply those skills to our work.

Digital Art Studio



Grade level: Junior High & High School

Prerequisites: Access to a portable personal computer is strongly recommended.

Description: Digital Art Studio is a blank canvas for you to express your creative passions wherever art meets technology! Together, we'll explore a variety of digital art software and mediums - including digital illustration, digital painting, 3D modeling, character design, graphic design, video game art, cartoon animation, and wherever else our imagination takes us!

Discover how to use exciting, cutting-edge art software and technology! We'll dive into the many powerful image editing tools of Adobe products, such as Photoshop, and get hands-on with useful hardware, including drawing tablets and printers. This is your chance to get creative and discover new forms of art - you never know what might spark your creativity in the awesome world of digital art.

Course Structure: Digital Art Studio is a self-paced, open environment for us to explore a variety of art mediums that interest each individual student. As such, students will be responsible for setting goals for themselves and trying out new forms of art that they find interesting. A typical class day will allow for plenty of time for us to develop our amazing art pieces, working towards the monthly milestone goals we set for ourselves.

Video Production



Grade level: Junior High

Prerequisites: Access to a portable personal computer is strongly recommended.

Description: In Video Production, it's your chance to enter the digital spotlight! On our journey of discovering the ins and outs of becoming a content creator, we'll learn how to record footage, edit together professional-looking videos, and, of course, share our content with the world on platforms such as YouTube!

However, creating videos is only half the battle. We'll also be diving into how your content plays into the viewer algorithm; in other words, learning about the psychological techniques we can employ to gather the most amount of clicks and views using eye-catching thumbnails, appealing editing, and other marketing strategies!

Course Structure: As content creators, the world is our canvas. As such, we will spend plenty of time in the great outdoors recording footage for our video production projects! We'll watch and analyze videos, trailers, and potentially movies to reference filming and editing techniques that we can bring into our video projects.

Once we've brainstormed what the subject matter for our content will be, it will be time to start recording and editing our videos. We will learn how to use Adobe products such as Premiere Pro editing software to apply what we've studied about video editing psychology to our own videos.

Yearbook



Grade level: Junior High & High School

Prerequisites: Access to a portable personal computer is strongly recommended.

Description: A yearbook is more than just your average novel - it's an unforgettable story told through a plethora of experiences coming together as one, created through photographs, interviews, projects, and more! In Yearbook, we will unite as a team to share our experiences and adapt them all into a piece of art that we will surely remember for years to come.

Find the team role that best suits you: Are you an avid writer eager to tell a story? Are you an artist or graphic designer looking to flesh out each page with a splash of your creative vision? Are you eager to snap photos of those perfect moments with friends? Together, we'll find the best fit for every team member and create an end product we can all feel passionate about.

Course Structure: A typical class day is very community-oriented. Students will work together to devise our plan, create page templates, gather photos and interviews, design page graphics, and more! As the instructor, I will play a managerial role in the yearbook creation process - ensuring that our plan is going as intended and deadlines are being met. On occasion, we will review skills in software such as InDesign to prepare students to work independently.

One major goal of the second of two yearbook creation semesters is to bring the foundation of the Yearbook to completion. We will have plenty of excellent photos, interviews, and layout designs to work with from the previous semester. Together, we'll make the Yearbook project a reality!

Coding



Grade level: Junior High & High School

Prerequisites: Access to a portable personal computer is strongly recommended.

Description: This class is designed for two levels of students.

- **First Level**

- The first is for students who have never taken a coding class before. These students will work with the teacher daily to learn about the basics of coding using Python. We will explore the foundational structure and syntax of the language through the use of turtle, where students will write code to generate 2D images and rudimentary animations. We will then cover more complex topics while students create original text-based adventure games.

- **Second Level**

- The second is for students who already are proficient in the fundamentals of coding. These students will go through an expedited review of Python and then focus on creating individual projects. Students will be expected to produce at least four functioning programs before the end of the semester, with at least two of them having practical applications.

Workload: Students will be given ample time to create programs while in class. Students will be expected to finish working programs for each section of the course. It is possible, but not expected, that students may need to work outside of class to finish work before it is due. Each student must submit at least two functional programs to be displayed for Expo Day.

Theatre Arts (Brian)

Stage Combat



Grade Level: Junior High & High School

Description: This class will focus on how to safely create theatrical stories using movement and fight choreography.

Projects/Events may include the following:

- movement and tableaux-based stories
- comedic/slapstick fight choreography
- a fight choreography workshop from a professional
- sword choreography
- a clowning workshop

This is a devising class, so the skills we learn will be to create vignettes. The concept of devising is that theatre doesn't start from a play script - it starts from the people collaborating to create it.

INTRO:

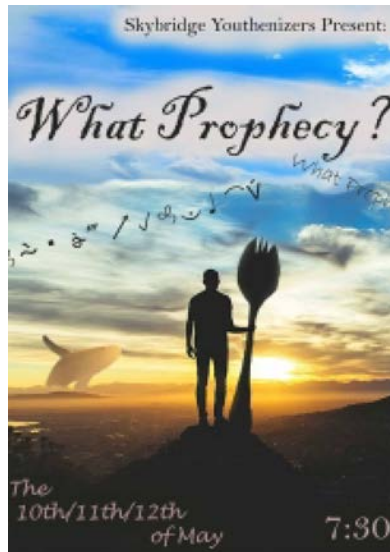
Students who did not take this class in the Fall will be invited to take this class. We begin with the basics of storytelling and movement before creating work based on fight choreography.

PART II:

Students who took this class in the Fall will be invited to take this version of the class. In it, we assume the students have a good understanding of the essential principles of stage combat safety, and we'll move on to more elaborate choreography.

Workload: Light workload. Most of the work will be done during class time, and students need to be prepared to participate in activities.

Improv



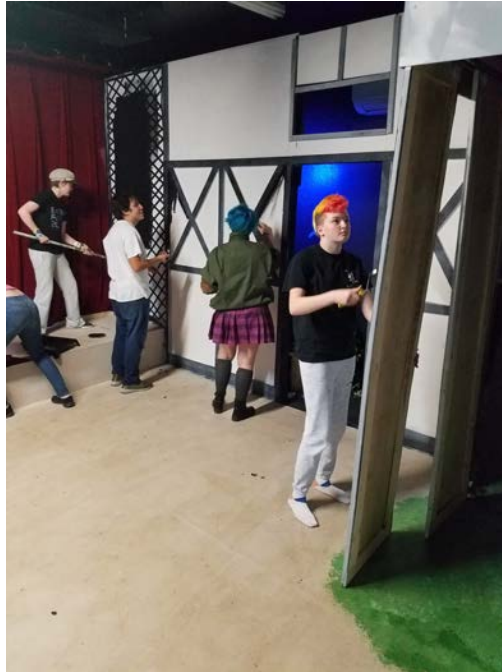
Grade Level: Junior High

Description: A favorite of the school has been Improv, which is the act of spontaneously creating characters and scenes; it is about living in the moment, thinking on your feet, and making gifts for audiences.

Over the semester, students hone their skills in creation and teamwork, collectively creating scenes and characters.

Workload: Virtually all of the work will be done during class time, and students need to be prepared to participate in activities. Students will perform outside of class time.

Theatre Tech



Grade Level: Junior High & High School

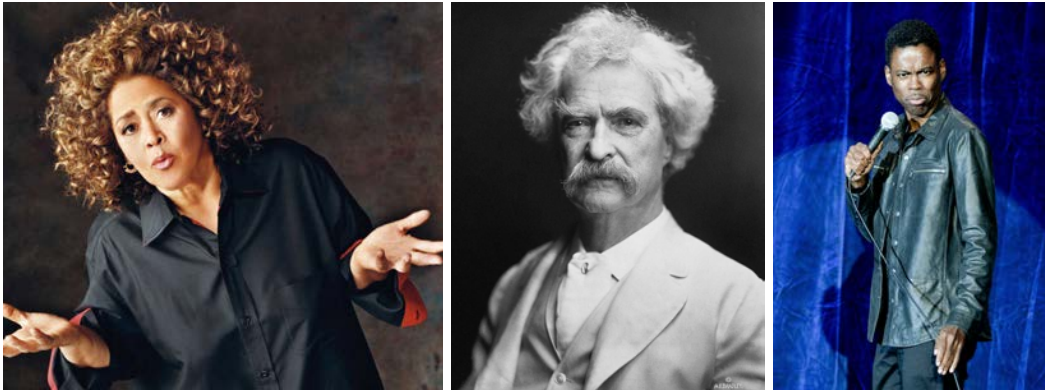
Description: Technical theatre designs lighting, costumes, sets, sounds, properties, and more. This class is intended to teach core design and build principles, as well as to incubate the designs for junior high production and other theatre classes.

Per students' request, the first segment of this class will likely be focused on **Stage Makeup**. As the semester moves on, we will design and build props, set pieces, costumes, and more for the middle school show.

Workload: Students will do several design projects on their own time. Once the play has been selected, students will work in class and at home to design and execute some part of the production's tech. Students will join the production for tech week.

“Storytime!”

Standup Comedy, Storytelling, and Solo Performance



Grade Level: High school

Description: Solo performance encompasses everything from standup comedy to old-school storytelling, to the ‘one-man/one-woman’ show. In this project-based class, all students will learn some basic story-crafting skills, public speaking or acting techniques, and methods to unleash the creative writing process. Students then decide to focus on one of the following:

- Standup Comedy
- Storytelling
- Performance of a one-person show

They will study important figures who specialize in acting, comedy, and/or storytelling. They will create their own 10-20 minute piece.

Workload: Students have to watch or read short pieces on their own. Students will write several short pieces and work on a larger project to perform at the end of the semester.

Production



Grade Level: Junior High & High School

Description: In the past, this class brought *SINK!*, *Dolcevita*, *Space Carl*, and more to life. We've generally started from scratch - an idea, an image - and created characters, scenes, and situations in class. These were then fashioned into a play script that the students rehearsed, teched, and performed. The end goal is a full production in the theatre space of a high-quality play that is both fun to perform but also contains a multitude of meanings. Over the semester, students help co-create the play, plan and execute the tech, memorize lines, rehearse, and perform in the production.

THEME

One set. A ticking clock.

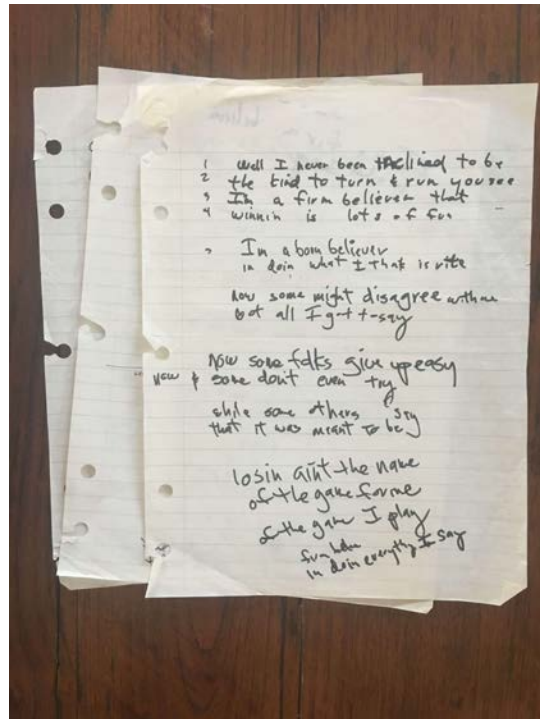
At the suggestion of a student, the focus this semester will be on creating a play that takes place in a single location. Plays like *Twelve Angry Men*, *Clue*, or *Noises Off* serve as inspiration.

NOTE: Traditionally, the production prioritizes the Junior High in the Spring. Some students have requested a mixed production class, which was considered and voted into the spring schedule. Junior high themes and roles will be prioritized for this mixed class.

Workload: Through devising and improv, students help create the play script in the initial weeks of class. After the play has been written, students rehearse for the production. The workload in the early part of the semester is relatively light. Midway through the semester, the workload increases as students explore the dramaturgical background of their characters, the meaning of the play, memorize lines, and execute the tech. Late in the semester, we incorporate outside rehearsals and a traditional tech week.

Music (Wyeth)

Lyrics and Melodies



Grade Level: Junior High & High School

Description: Melody is often the place where music meets poetry. In this class, we will analyze and discuss lyrics from a myriad of different genres and artists to try to pinpoint exactly what it is that makes a lyric effective (this answer will vary depending on the song). If it were just words on a page, though, no one would care—it's the lyric in combination with the melody that moves people, and so part of this class will be spent analyzing things like where the writer utilizes pauses, melodic shapes, and rhythmic motifs.

Course Load: Students will spend time writing in class within a theme. That theme could range from producing something super dark that could fit within the context of an Icelandic black metal track, or it could be writing a love song consisting of only twenty words or less. I will also bring in riffs and pieces of instrumental music so that students can practice creating melodies and putting their lyrics to music.

Guitar, Bass, & Ukulele



Grade Level: Junior High and High School

Description: While it's not a perfect instrument, the guitar provides just the right amount of harmonic options and complexity while still being intuitive and easy to use. There are many ways to play the guitar, including: tapping, pull-offs, hammer-ons, palm muting, vibrato, and fingerpicking. Your style on the instrument will directly result from how you combine these different techniques to get to that musical pearl that sounds like you.

Course Load: Students will gain proficiency on their instrument by learning the parts of the songs they love; paying particular attention to the subtle techniques used by those artists that maximize the quality of the timbre of their instrument, and the efficiency with which they play. Students will then perform these songs to the Appamada community for Expo Day.

Piano Fundamentals



Grade Level: Junior High and High School

Description: Avoiding writer's block is an exercise in avoiding the cyclical patterns and habits we are liable to fall into as artists. However, the more tools you have in your tool belt, the less likely you will be burdened by artistic roadblocks. The piano is useful for organizing ideas on a clean and universal template.

This class will go over ways to attack the piano to make its eighty-eight black and white keys less intimidating. We will learn the four basic triads, how to use inversions to maximize efficient voice leading and economy of movement, how to identify notes and rhythmic durations on sheet music, and tricks to help remember the number of sharps and flats in each key.

Course Load: Students will be expected to learn the fingerings for the major scale on both hands in all twelve keys. Students will also learn songs from the rock and pop music canon of their choosing to understand how the more technical elements we work on, such as inversions, diatonic chords, and voice leading, work together in concert to create a coherent piece of music.

Audio Production



Grade Level: Junior High and High School

Description: Digital audio workstations have become instruments in themselves; if you know how to use them effectively, you can bypass a lot of the impediments that formerly prevented bands and artists from being able to make records. To that end, students in this class will become familiar with a DAW, either FL Studio, Reason, or Cubase (if a student wants to use a different program, that's fine, as long as they have access to it). Using these programs, we will explore different methods of making music, such as: using MIDI, micing real instruments and amplifiers, and sampling.

Course Load: Students will be given different prompts and assignments to complete. Those could range from making a song whilst incorporating the sound of a Tom Cruise interview, to using a mic to record a song using only one's own voice. For a final project, students must finish and submit at least one completed work.

2D & 3D Visual Arts (Rebecca)

Art Journaling



Grade Level: High School

Description: Art journaling is an open-ended form of art on loose paper or in a bound journal, where the focus is on the process of creation and self-expression rather than a particular result. Drawing, mark-making, writing, painting, and collage are often components. Works often include words, imagery, color, or a combination thereof.

An art journal is an invitation to discover (rediscover, reboot, rekindle) the joy of creating just for the sake of creating. A dedicated space for playful explorations and experiments will fuel your creativity. Working in an art journal is a form of creative self-expression where there are no defined rules; you could start with a map and combine it with a swatch of acrylic paint and hand-lettered music lyrics, or print a photo, cut it up into block letters and glue it to a painted background. The ability to combine all sorts of materials and techniques is wonderful and creatively freeing.

Course load: This course will be project-based, with classes being structured around the opportunity to work in your personal journal. Demonstrations will provide opportunities to expand techniques and abilities. We will spend the majority of every class creating and experimenting. Journaling can be very personal, so it's up to the individual artist how much of their work they'd like to share, as the pages don't need to be considered completed artwork. Homework will generally not be assigned, but journaling often becomes a daily activity for many.

Notions & Haberdashery



Grade Level: Junior High

Description: Do you enjoy working with your hands? If the answer is “yes,” there’s a scientific reason for that! Doing repetitive manual tasks with your hands releases serotonin and endorphins and can help to reduce the release of cortisol, “the stress hormone.” This class will be full of fun activities to stimulate the brain by increasing pleasure and decreasing stress, all while getting creative!

Haberdashery and notions are both nicknames for the bits and pieces that are used in all different kinds of sewing projects, like buttons, needles, ribbons, and zips. In this class, we will explore the exciting world of sewing, both hand sewing and using the machine, as well as experiment with embroidery and decorative sewing techniques. We will also learn the basic stitches in crochet so that by the end of the semester, you’ll be able to create your own lovie animal, blanket, or outfit.

Course load: This course will be project-based, with classes being structured around the opportunity to work on your personal projects. Demonstrations will provide opportunities to expand techniques and abilities. We will spend the majority of every class creating and experimenting. Our project focus will be specifically on sewing, embroidery, and crochet. Homework will generally not be assigned, but sewing often becomes a daily activity for many.

Open Studio



Grade Level: Junior High and High School

Description: Open Studio is a visual art class where the student is given a structured time to explore ideas, as well as create new and unique two-dimensional and three-dimensional art. All students will be given the freedom to explore various media and ideas daily. An **open studio** is intended to foster creativity and encourage experimentation in an atmosphere of cultural exchange, conversation, encouragement, and freedom of expression.

Course load: This course will be project-based, with classes being structured around the opportunity to create. Through personal exploration, learners will discover what styles and mediums appeal to them. Demonstrations will provide opportunities to expand techniques and abilities. We will spend the majority of every class creating and experimenting. Keep in mind that Open Studio will still be a “structured” class, in that you will be encouraged to have a plan and goals that you will strive to achieve throughout the semester. This class will almost certainly require a prompt to be completed to join. Homework will generally not be assigned, but students will be encouraged to get creative outside of class.