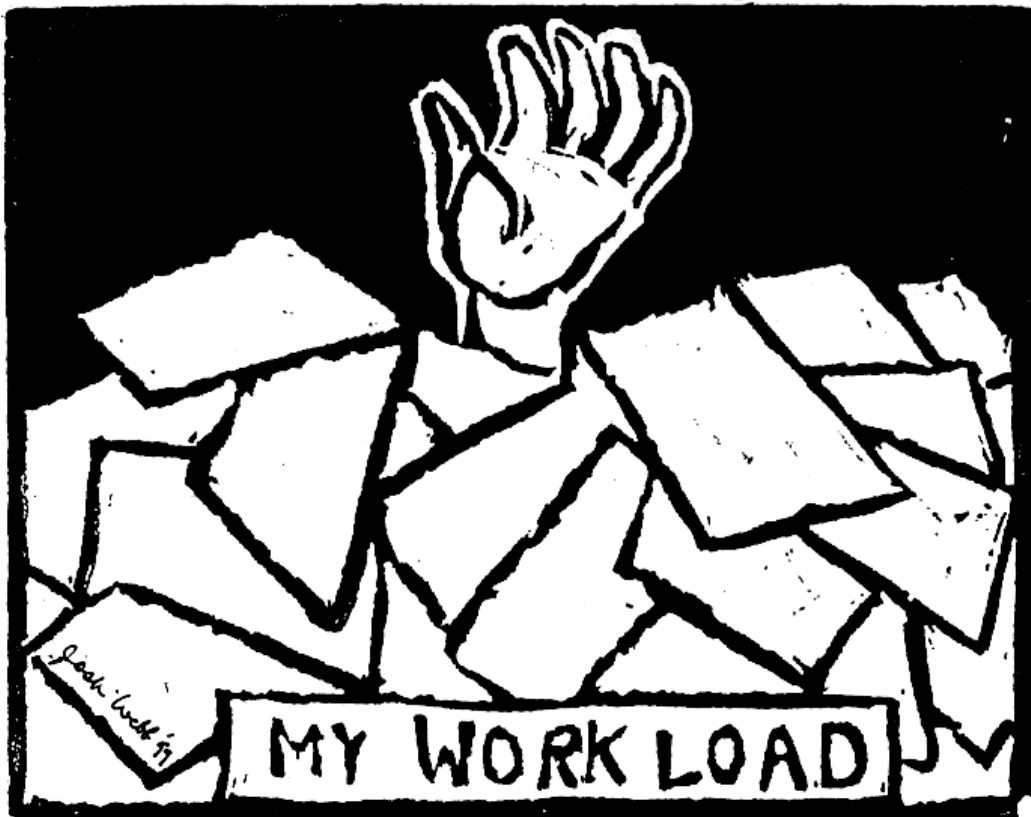


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**WARING SCHOOL  
COURSE  
CATALOGUE  
2011-2012**



# Waring School 2011-2012 Course Catalogue

## CORE Program

CORE is a two-year program which seeks to introduce younger students to the culture of Waring School and to work on those skills, unique to our program, 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. In order to help students with the transition from their primary school environment in which they have usually worked in a self-contained classroom, CORE students have a team of teachers who are responsible for Humanities, French, Science and Math classes. The Humanities classes throughout Waring integrate history, literature, art history and music. CORE Science integrates math and science.

One of the primary overall objectives in CORE is to strengthen organizational skills which we have found are the keys to success in our program. In all classes we will stress such skills as: keeping an assignment book; keeping handouts organized; turning in assigned work on time; bringing necessary equipment to class (i.e. pencils, pens, compass, protractor, etc.); taking notes in class; writing neatly and legibly; typing and word processing; and, last but not least, budgeting time.

CORE students also learn new skills and expand those they already have. In CORE Art, students will begin to learn to draw from observation. In CORE Theater, students begin to learn Theater technique. In CORE Music, students learn music, first through dance and rhythm and later by learning the techniques of Solfège. In CORE French, students will learn to speak French. In CORE Writing students will begin the process of finding their written voice which we find so important for our students. Many CORE students will begin the study of a musical instrument. Others will continue to improve skills they already have.

In addition we will work on other content skill areas in Humanities such as: interpretive reading, group discussion, listening, notecard writing, "chronological literacy," and memorization, and in Science: mental computation, geometry, scientific observation, estimation and measurement.

A unique feature of our CORE program is time in the program for French Immersion. We introduce students to French in our regular French classes. In addition we will teach four other class periods in French. These classes are activity and task oriented. Our Music/Dance classes are conducted in French. As students begin French, these classes focus on dance and rhythm which can be easily demonstrated. As students are able to communicate more in French, we introduce the Solfège curriculum. There are also two immersion classes per week in Humanities and Math. We will teach geography and the culture of Africa in French using hands-on activities and demonstrations. These additional French immersion classes will be integrated into the rest of the Math and Humanities curricula.

# Humanities Program

*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, in varying quantities, philosophy, art and music history, comparative religions, anthropology, mythology, cultural history, and, in certain courses, the history of science.

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. This year's course for CORE is centered on the history and cultures of Africa.

Groups 2/3 will take the *Modern European Studies* course and groups 4/5 will take the *American Studies* course. The choice of studying Western Civilization at the high school level is meant not only to provide us with the necessary background to understand the roots of who we are, but also, through the numerous contacts of Western Civilization with so many other cultures over time, to allow us to glimpse many important subjects which lie outside of Western Civilization proper. By doing all of these things, we hope to gain a better understanding of who we are and where we come from, as 21st century humans, as Americans, as members of the Waring School, as members of all sorts of sub-groups, and as individuals. Such an understanding seems the proper end to a course of study called Humanities.

## CORE: African Culture

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 *The Concubine* by Elechi Amadi. After Christmas, we first study ancient Egypt and then racial issues in South Africa. We plan to read *Akhenaten* by Naguib Mahfouz and *Cry the Beloved Country* by Alan Paton. We end the year with a project on students' home towns and a reading of *To Kill a Mockingbird* by Harper Lee.

There are two additional features of CORE Humanities which bear mentioning. First, we regularly assign poems for students to memorize, which often connect to the topics we are studying. We hope to increase students' knowledge and appreciation of poetic literature. In addition, we find this an excellent way for students to expand their vocabulary. Second, once a week we read stories from the *Junior Great Books* program as part of Shared Inquiry discussions. This program works with our regular Humanities themes to develop skills of active reading, interpretation of literature, and discussion skills.

The CORE Humanities program is ambitious and demanding. We assign regular homework and give periodic tests and quizzes. We develop skills of reading, notetaking and test taking. We assign several essays and work with students to organize 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. We welcome parent feedback and perspective. We also value the trust placed in us to guide the children. The way we operate at Waring is different from other schools, but we find that it is the source of our original and challenging program.

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.

*Allegra Smick, Yasmine Fraser*

## Group 1 Humanities

The theme of this year's Group 1 Humanities course is *We, The People*. We will explore literary, political, philosophical, cultural, religious, and historical ways in which individuals are joined and connected to each other, both in terms of ideals and reality. We will look at the founding documents of the United States and the ways in which America has gotten closer and further away from these ideas. We will also look at the beliefs of Waring, both now and in the past.

The summer reading was *The Adventures of Huckleberry Finn*. Some of the works we will read this year are *The Declaration of Independence* and *The U.S. Constitution*, selections from: *The Bible*, *The Narrative of the Life of Frederick Douglass*, and the book of essays, *This I Believe*. Other works under consideration are *Travels with Charley, 1984*, *Of Mice and Men*, a play by Shakespeare, *A Raisin in the Sun*, as well as aspirational documents by American groups and organizations. We will also read a play that will be performed in the spring and learn how to watch films from a critical perspective. In light of the upcoming presidential election we will explore the beliefs of candidates and voters.

We hope to have good conversations, to take risks, and to have fun together. We, the people of Group I, hope to take a few literal journeys as well as the usual metaphorical ones. In many ways, we hope to make connections between the course and our lives. Toward that end we will try to be as public as possible. One way to do so will be through the use of interviews, talks, and activities with important people in our lives. Another will be through leading all-school meetings and performing our play.

For Credit, students are expected to write regular notecards, to participate in class by speaking and taking notes, to write essays, and to pass quizzes and tests. There will be a research project during the year which will reflect the themes of the course.

We hope that at the end of the year we can say, "We '...lit out for the territory,' and discovered 'We, the People' as we are and as we wish we would be."

*James Watras, Joshua Scott-Fishburn*

## Group 2/3: Mod. European Studies

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, looking closely at the theme of modernity, and asking: “What is *the modern*?” Using a mix of primary source texts, essays and historical commentary, important works of literature, and Spielvogel’s textbook *Western Civilization*, we study such topics as: Elizabethan England, The Enlightenment and the French Revolution, Romanticism and the Industrial Era, World War I and Modernism, World War II and The Holocaust, and Europe today. We frequently refer to the arts, especially painting and music, to help us understand the thinking of a particular period or theme.

We read *Pride and Prejudice* over the summer. William Shakespeare’s *Hamlet* will be our first major work of literature. We will also study *Candide*, a nineteenth century novel, *All Quiet on the Western Front*, and *Night*. In late fall, students will work on a research project which culminates in a written research paper. We support and work closely with students to develop the skills of research in both print and other media, organizing information and writing in order to be successful with this ambitious project.

During their time in Angers, Group 2 students will have the opportunity to visit many of the sites and places we have discussed in the classroom.

Requirements for Credit:

- 1) Timely completion of readings and assignments
- 2) Positive attitude and active class participation
- 3) Satisfactory performance on tests, essays and projects

Requirements for Honors (only available in Groups 3, 4, 5):

To receive Honors, students must achieve credit requirements in a consistently superior fashion. Honors students work beyond the requirements of the course. They are a consistently positive part of the in-class environment, and are public at Waring with their commitment to the subject area. Honors requirements may be further defined by the 2/3 and 4/5 Humanities teachers.

*Allegra Smick, Josh Webb, Tim Bakland*

## Group 4/5: American Studies

This year's Humanities class combines a chronological and topical look at American History and Literature. We examine our New England origins and move to the present, making continual references to contemporary American culture. We ask students to explore this question: "Who are we as Americans and how did we get that way?" In order to answer this question, we study the Puritan settlement of New England, the Revolutionary War, the Constitution, Jacksonian Democracy, and the Civil War. We explore America's changing role in the world following the first and second World Wars. We also examine the history of slavery, the era of segregation and the Civil Rights movement.

Summer reading was *The Adventures of Huckleberry Finn* and the first section of *The Wordy Shipmates* by Sarah Vowell (which we will finish during our study of the Puritans). Novels to be read may include *The Scarlet Letter*, *The Great Gatsby*, and *Their Eyes Were Watching God*. Additional authors may include, among others: Winthrop, Bradstreet, Franklin, Jefferson, Washington Irving, Thoreau, Douglass, Melville, Whitman, Dickinson, Wharton, Henry James, Flannery O'Connor, Eudora Welty, Willa Cather, Charlotte Gilman, Toni Morrison, Langston Hughes, T.S. Eliot, Frost, Arthur Miller and Tony Kushner. *The Norton Anthology of American Literature (Shorter Edition)* will be our companion text for the year. We also hope to make good use of classic and contemporary film. The course will also include components on the history of American art and music. There will be a major research project during the year.

We are committed to studying American current events, including the upcoming presidential election. In the second semester there will be opportunities for students who wish to prepare for the AP Literature Exam.

Requirements for Credit & Honors: See Group 2/3 Humanities

*James Watras, Tony Boisvert, Joshua Scott-Fishburn, Gallaudet Howard*

## Science Program

The science curriculum is designed to foster curiosity for and understanding of the natural world. Science at Waring is taught through first-hand observations, testing hypotheses, discussion of theoretical constructs and consideration of historical perspectives. Each course includes discussion of relevant environmental issues where it is appropriate. Though the disciplines studied each year remain the same, we incorporate new information into each course as new discoveries are made. Students are expected to exit the program with a basic excitement and a working understanding of the major paradigms in the natural sciences as they are understood today.

Sources used include science journals, newspapers, area lecture series, computer technology, as well as traditional textbooks. CORE Science alternates each year between a study of physical and biological science and is a prelude to the secondary school program. The following years are: Group 1: Earth Science; Group 2: Biology; Group 3: Chemistry; Group 4: Physics; Group 5: Advanced Topics in Biology.

### CORE: Principles of Biological Science

CORE Science follows a two-year cycle of life sciences and physical sciences; the current year is a study of the life sciences. The class stresses the development of basic science skills. While studying selected topics in biology and ecology, students learn skills such as data collection, microscope observation, graphing and interpretation of data, independent research, lab report writing, note-taking, test-taking and experimental design. In addition, students hone their communication skills by presenting their work to the class at frequent intervals. We pay special attention to the biology and basic ecology of Africa (to integrate with the CORE Humanities study of Africa) and our local environment. The year also includes an extended look at the Protist and Plant kingdoms.

Textbooks: *Wild Africa – Exploring the African Habitats* and *Science Explorer: From Bacteria to Plants* by Prentice Hall

*Rich Stomberg, Edith Fouser*

### Group 1: Earth Science

This is an introductory Earth Science course. We study each "sphere" (earth, water, and air) in context of important paradigms such as plate dynamics, global oceanic and atmospheric circulation. Concurrently, we explore common phenomena present in all three spheres such as convection, diffusion, and circulation. We also address topics of astronomy that allow us to better place Earth within the context of our solar system and the broader universe.

This course is the sequel to the Core science program in that we build on skills previously introduced such as formulation of an hypothesis, experimental design and process, and synthesis of results in a formal report. Other skills targeted this year are fluency in the use of spreadsheets and graphing software.

The course is as active and hands-on as possible. Appropriate field trips are taken throughout the year. We use Lutgens & Tarbuck's *Introduction to Earth Science* (5th edition) as our text in addition to other readings.

Credit requirements: all written work complete, appropriate class participation, and satisfactory performance on tests & lab reports.

*John Wigglesworth*

## Group 2: Biology

The 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. The class uses the text as our backbone, following a fairly traditional path through a survey of topics in Biology. We begin the year by studying the cell and becoming comfortable with one of the most important tools to a biologist—the microscope. We move from studying the cell to learning about the processes that are common to all living things such as cellular respiration, photosynthesis, and protein synthesis, to name a few.

We study the theory of evolution by considering the contributions from a variety of scientific disciplines. We study taxonomy and do a student-driven survey of the six kingdoms. We spend the majority of our time studying the Plant and Animal Kingdoms. As part of learning the scientific method, students design a small experiment involving plants in the spring. When we study the Animal Kingdom our focus is on human anatomy and physiology.

We incorporate hands-on activities regularly and have one double period every week for extended learning opportunities and labs.

Students rent the textbook, *Biology*, 2002 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

Through a series of laboratory exercises, students investigate the physical and chemical behavior of matter in its various forms. Student observations provide the starting point for classroom discussion of chemical concepts that lead to a deeper understanding and appreciation of chemistry as a science and as a human endeavor. In addition to these exercises, students work together in teams to use the chemistry that they are learning to design, optimize and complete project-based activities. These project-based activities challenge the students to demonstrate their understanding of the material through using it in unique and creative ways. The project-based approach also provides students with a better understanding of the important role of teams and team-work in modern science and engineering. The course follows an upward spiral approach to learning such that concepts developed early on are returned to and further developed with increasing sophistication as the course progresses.

Throughout the year we investigate and develop an appreciation for the atomic and molecular basis of matter. The periodic properties of the elements provide a unifying framework. We discuss states of matter; metallic, ionic and covalent bonding; stoichiometry; chemical equilibrium; and a variety of other topics typical for a first year chemistry course. The primary resources are *Active Chemistry* by Arthur Eisenkraft and *Chemistry* by Wilbraham, Staley, Matta and Waterman.

Credit: Satisfactory performance on quizzes and exams, satisfactory lab notebook. Participation in class and on projects. Honors: Credit requirements plus consistently above-average homework, test scores, lab notebook and demonstrated leadership in discussions and on projects. Additional Honors homework may be assigned on a periodic basis.

*Robine Vaneck, Bill Braunlin*

## Group 4: Physics

In Physics we study the most fundamental concepts in our understanding of nature—motion, forces, energy, and matter—with 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 the 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, optics, and Einstein's theory of special relativity. 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.

Students who are working for Honors must demonstrate a strong command of the material as well as deep and serious engagement with the class. Honors students will be given more challenging problems on their scored problem sets and tests. 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.

*Francis Schaeffer*

## Group 5: Advanced Topics in Biology

In Advanced Topics in Biology, we introduce the students to the practical application of science in the world, increase their awareness and understanding of current issues that they might go on to study further, e.g. loss of biodiversity, stem cell use. We aim to convey some of our own excitement about the potential role of science in each of their futures. To that end, the class focuses on three areas of study this year.

In the fall we study ecology. We start by understanding the flow of energy and matter through organisms and ecosystems. Next we cover other factors affecting biodiversity. During the second unit we review and expand the students' understanding of the genetics learned in Group 2 Science and apply those concepts during the practical study of biotechnology. We do electrophoresis and PCR. Both units are enhanced by current events seminar readings relevant to the area of study and hands-on laboratory exercises. The year culminates in an independent study project by each student.

By March break, the students will have submitted a proposal, found a faculty sponsor, and written a protocol which they will carry out over the last eight weeks of school, concluding with a presentation and a paper as a result of their research. This independent project is seen as the culmination of their science program at Waring, throughout which they have been given the knowledge and tools to successfully carry out an independent project.

The text is *Biology, Concepts and Connections* by Campbell et al. We use a combination of textbook readings and primary readings as source materials.

*Robine Vaneck, Bill Braunlin*

## French Program

Students at Waring spend seven years studying French. During this time they move at different paces and make greater or less progress toward our overall goals. Each level focuses on these goals in different ways. The French classes are grouped in two large groups (Core, Groups 1-5). Within these major groups we subdivide the classes into smaller groups of students with similar needs and abilities. Nevertheless, there are some goals which we hold for all students. These goals can be divided into three main categories: We want students to feel comfortable using French; we want students to be surrounded by French in the school; we want students to become curious about French culture.

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 and introduce them to 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. This is the twentieth year of our *Concours de Poésie* in which each student learns to recite a French poem and competes with other students. We will present a full length production of *Le Mariage de Figaro* by Beaumarchais this coming January.

We integrate French culture with our program by encouraging contact with France and Quebec. Beginning in the fall of 1999, we have taken Group 2 to Angers, France, for a month-long homestay/school experience. This year, three teachers and 31 French 9th graders will spend three weeks in October and November on the Waring campus. They will stay with Waring students who will return the visit in March 2012. This program has been one of the mainstays of our curriculum which actively promotes French fluency. Frequently students have a chance to travel to Québec as part of our End Term program. We also encourage students to travel and do exchanges with French students in the summer or during the school year. We encourage students to watch French films, use French CDs, and read online French magazines and newspapers.

When students leave Waring School, we hope that French will have become an important part of their lives on which they can build, a language and culture which they have grown to love and understand and which they will never lose.

### Immersion Humanities/Math

The French Immersion Humanities and Math course cycles through three trimesters over the year, covering numbers, general geographical concepts, African geography and culture, and math topics.

For Beginners, the first trimester starts with several weeks of intensive practice using French numbers to count, calculate, measure, and estimate. The metric system is used throughout, and the Celsius scale is introduced. We move on to geography, looking at geographical terms, latitude and longitude, seasons, climate, and physical features. We examine physical and political maps of Africa, all in French. The culture curriculum includes activities that look at family life, traditions, arts, and festivals, which we explore using various hands-on activities.

Immersion Math is an enrichment experience in Math, which focuses on using games and hands-on activities to develop and practice mathematical concepts. There are regular homework assignments often found on French math websites.

For the second-year students, a similar cycle takes place, although at a higher level of French, and with more writing required. All students should have colored pencils, a calculator, and a metric ruler. A French atlas will be supplied.

*Yasmine Fraser, Maureen Gedney, Edith Fouser*

## **Immersion Music I**

For two periods each week, CORE students study music and dance, conducted entirely in French. Students new to CORE and to the Waring French program form one section of Immersion Music/Dance and returning CORE students form another section. New students focus on dance, movement, and rhythm early in the year. Later, they begin to study topics in music theory and sight-singing. Returning students continue to study music theory, sight-singing, and composition.

The sections meet together at times to listen to and discuss works of music, periods of music, and specific composers. The focus is on Classical music, though examples from other styles of music are included as well. Twice a year, CORE attends open rehearsals of the Boston Symphony Orchestra. In Immersion Music/Dance class, students study the music that they will later hear at the open rehearsal.

To earn Credit, students must participate actively in class. They must successfully complete homework assignments (given more often to the second-year students), and perform satisfactorily on quizzes and tests.

*Audrey Markowitz*

## **Immersion Music II**

*See description for Immersion Music I.*

*Tim Bakland*

## **CORE Beginners 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 a useful context in which to understand and use the language. Students learn to talk about the weather, their likes and dislikes, their families, 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, *Encore Tricolore I*, 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 French class meets (Tuesday through Friday), 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.

*Christiane Jedryka-Taylor, Maureen Gedney*

## **CORE Beginners 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, conversation, songs, talking about pictures, and excerpts of films.

We begin with a review of basic grammatical concepts using magazines and the new textbook, *Encore Tricolore II*. 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.

*Yasmine Fraser*

## **Beginners I**

Students in this class 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 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 should record each evening following their French class, and email the recording to their teacher. We use a weekly podcast which gives appropriate prompts for the homework recordings. After the transition to written French, students receive regular written assignments.

The topics covered in classroom conversation parallel the progress of the textbook, *Encore Tricolore I*, 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 French class meets (Monday through Thursday), participate actively and appropriately in class conversations. 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*

## Beginners 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, songs, talking about pictures, and excerpts of films.

We begin with a review of basic grammatical concepts using the new textbook, *Encore Tricolore II*. 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.

In order to receive Honors, students in grades 10-12 must complete all aspects of the class at a high level, they must go beyond what is required in some significant way (a project, a special contribution), and they must use French in a public way in the community.

*Allegra Smick*

## Intermediate I

This class moves from the relatively simple beginner level to the increased complexity of grammar and vocabulary. Classes are conducted in French and students are expected to improve their own ability to speak and write accurately. This level of French focuses on the skills needed to carry on everyday conversations in France (in the home, at school, at the hotel, at the cinema, etc.). The aim is to build concrete vocabulary and a command of the basic verb tenses. Some of the important grammatical topics will be a study of gender rules, pronoun usage, review of the *passé composé* and learning the *imparfait*.

Video segments and feature films are used regularly, as well as contemporary popular music. As the year progresses, students begin to read more challenging texts as a way to help build vocabulary. *Encore Tricolore III* is the grammar text.

To receive 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.

In order to receive Honors, students in grades 10-12 must complete all aspects of the class at a high level, they must go beyond what is required in some significant way (a project, a special contribution), and they must use French in a public way in the community.

*Stéphanie Williams, Maureen Gedney*

## Intermediate 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. This involves building both concrete and abstract vocabulary as well as improving comprehension, pronunciation, and intonation.

New grammatical concepts this year include work with les *pronoms relatifs*, *le futur simple*, and even a first look at *le conditionnel*. Students are expected to bring both their oral and written command of the language to a much higher, more accurate level. They are asked to write regularly and to revise their writing, with an eye toward catching repetitive errors.

In addition to *La Grammaire Progressive Intermédiaire*, we use contemporary cultural readings from a number of sources, poems, songs, and will read two longer, more challenging works: *Monsieur Ibrahim* and *Au Revoir Les Enfants*.

In order to receive 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.

To receive Honors, students must complete all aspects of the class at a high level, they must go beyond what is required in some significant way (a project, a special contribution), and they must use French in a public way in the community.

*Christiane Jedryka-Taylor, Tim Bakland*

## Intermediate III

This class focuses on learning and practicing new vocabulary and more advanced grammar with the intent of bringing students beyond the “concrete” in their French. We accomplish this through the use of unedited pieces of literature, news magazines, music and film.

We begin with a thorough grammar review (looking especially at the *passé composé* and the *imparfait*, the *futur simple*, and the use of various pronouns). Important new grammar includes the *plus-que-parfait* and the *conditionnel*, and the use of relative clauses. We also begin the study of the subjunctive mood this year.

Students are expected to develop accurate grammar usage and authentic pronunciation as they do regular written assignments and take part in classroom conversations. We watch films as a window into the study of French and Francophone cultures. Where possible, French classes incorporate discussions of current events. We study poems throughout the year especially in January at the time of the poetry contest. We read both 19th and 20th century stories, novels and plays. Reading complex literature develops both the written and spoken French voice of our students.

Students must own a good, up-to-date French dictionary and a verb book. The new edition of *La Grammaire Progressive Intermédiaire* continues to serve as the grammar text.

To receive 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.

To receive Honors, students must complete all aspects of the class at a high level and they must use French in a public way in the community. An additional project may be required in one or both semesters.

*Yasmine Fraser, Maureen Gedney*

## Advanced I

At this level students need to refine skills they already have and learn more challenging aspects of grammar. They 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 continue polishing their pronunciation through songs and skits, and this year some students will also be putting on Beaumarchais' play *Le Mariage de Figaro*. They work on debating and carrying on abstract conversations as they would in a Humanities class. There will be readings of challenging, unabridged short stories and poems by 19th century authors as well as contemporary authors. We'll look at newspaper and magazine articles, ads, clips from the French daily news (TV 5), popular songs, and Internet sites to discover the thinking and cultural perspective of not only modern France, but all of Francophonie.

The class is conducted entirely in French, and students have 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 serve students throughout their study of French.

Students are expected to bring their command of the language to a higher, more accurate level. In order to receive Credit, they 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. They must also make sure that their attendance and punctuality are in good standing.

In order to receive Honors, students must participate in class and complete all assignments at a high level every day. They must also be public in their use of French outside of class, thus inspiring a new generation of French students. They must also go beyond the normal course requirements in a significant way (a project, a special contribution) that demonstrates their commitment to French.

*Matt Taylor, Maureen Gedney*

## Advanced II AP

This is a course which helps students improve and polish their French skills, both oral and written. Although the class prepares students to take the AP test in May, this course is not limited by test preparation. It offers a wide range of topics and activities.

Each week, one or two days are devoted to grammar. We use both the intermediate and advanced level of *Grammaire Progressive* which seeks to examine important grammar topics in detail. One day each week is also devoted to current topics in news and culture. We look at newspaper articles, ads, clips from the daily TV news (France2), popular songs and Internet sites to discover the thinking and cultural perspective of modern France and other francophone countries. We spend two days a week reading, discussing, and writing about literature from Eric E. Schmitt, Assia Djebar, Nina Bouraoui, and A. Maurois, for example. We will watch at least two films this year, *Oscar et la dame en rose* and *Persépolis*. Students must own a good French dictionary, a verb book, and they must have access to a computer.

Students are expected to work at an Honors level, given the challenge of the class. They must complete their daily homework, participate actively and positively 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. They will also be expected to take leadership in using French outside the classroom.

*Christiane Jedryka-Taylor*

### **Advanced III**

This is an advanced immersion class in which students who have already completed the AP curriculum are allowed to explore other topics in depth. This year the class will undertake a presentation of the famous play by Beaumarchais, *The Marriage of Figaro*. We will present the play in January to visiting school groups as well as the Waring community. During the semester we will read the play, study and research background information, memorize lines and rehearse for a full-scale production. We will work together with one of the Advanced I classes which will help to complete the cast. All aspects of the production will take place in the context of the class.

During the second semester the class will choose an agreed upon topic of study. There will be both group and independent work, common readings and a research project.

Students are expected to work at an Honors level, given the challenge of the class. They must complete their daily homework, participate actively and positively 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. They will also be expected to take leadership in using French outside the classroom.

*Allegra Smick*

## Math Program

The goals for the math program are to foster an appreciation of mathematical reasoning, to develop skills in modeling and solving problems, and to provide a solid foundation in precalculus mathematics. To meet this objective, the program is based on an integrated curriculum covering the full range of topics in algebra, geometry, trigonometry, matrices, probability and statistics typical of the most advanced middle and high school curricula today. Students move through the program at a pace that is based on a thoughtful evaluation of their grade, their ability and their learning style. The normal sequence of study is two years of basic concepts in 6th and 7th grade (CORE), three years of Intermediate mathematics in 8th (Group 1), 9th (Group 2), and 10th (Group 3) grades followed by two years of advanced mathematics in 11th (Group 4) and 12th (Group 5) grade. In some cases, advanced students meet minimum curriculum requirements by the completion of the 10th or 11th grade year. These students have the opportunity to study calculus at the Advanced Placement (AP) level before graduation.

Courses in basic concepts employ the textbook series, Impact Mathematics: Algebra and More for the Middle Grades which coordinates spiraling strands of number and operation, geometry, probability and statistics with algebra in a two-, sometimes three-year sequence, depending on the student. The work focuses on establishing strong basic skills while helping to develop conceptual understanding, problem-solving ability, algebraic thinking and organizational skills. The needs of a wide range of students are addressed by a balanced use of direct instruction and student discovery in whole-class discussions, collaborative group work, and individual student tasks. After completing Impact Series, Book 2, advanced students will generally move on to Impact Series, Book 3. Other students will generally begin to work in the University of Chicago School Mathematics Project (UCSMP) textbook series, Algebra.

All intermediate courses transition to the UCSMP textbook series. The series features strands of algebra and functions, geometry and trigonometry, statistics and probability, and discrete mathematics, which are covered in an appropriate sequence. At the intermediate level students will generally progress from either Algebra or Impact Mathematics (Book 3) to Geometry. Both collaborative group and individual work are used as students explore, conjecture, verify, apply, evaluate, and communicate mathematical ideas and procedures. Students are instructed in the use of TI-84 graphing calculators to support their work.

In upper level mathematics courses, students sequence to advanced algebra and precalculus. Advanced students who complete precalculus by the end of their 10th or 11th grade year can begin the study of calculus.

In order to fulfill the minimum mathematics requirement for graduation, students must successfully complete four years of study in the Waring mathematics program. Only those Group 5 students who have successfully completed precalculus are eligible for Intensive Study in another area in lieu of mathematics.

For Credit in all math courses, students must keep up with assigned homework and demonstrate proficiency in written work, class participation and tests. When appropriate, students make corrections and review problems and worksheets. Students are expected to come to class on time and prepared. More than six late or missed assignments per semester are grounds for No Credit.

A student working at Honors level will take a leadership role in helping the class run productively and smoothly while regularly doing excellent written work and performing well on tests and quizzes. In addition, the student may have to propose an Honors project, receive approval for it and follow it to completion.

## **Integrated Math: Basic Concepts I**

Course 1 of Impact Mathematics comprises the first year of the Basic Concepts level of the Waring math program. Topics in number, measurement, pre-algebra, geometry, probability and statistics are integrated throughout. Students acquire basic arithmetic skills with fractions, decimals and percentages. Other topics of study include angles, perimeter and area, graphs, and data analysis.

The text for this class is *Impact Mathematics Algebra and More for the Middle Grades Course 1*.

*Rich Stomberg*

## **Integrated Math: Basic Concepts II**

Course 2 of Impact Mathematics comprises the second year of the Basic Concepts level of the Waring math program. Topics in number, measurement, algebra, geometry, probability and statistics are integrated throughout. Students work with algebraic expressions including exponents and signed numbers, investigate linear relationships, solve equations, study similarity, ratio and proportion, explore three-dimensional geometry including surface area and volume, and develop an understanding of probability.

The text for this course is *Impact Mathematics Algebra and More for the Middle Grades, Course 2*.

*John Ferrick*

## **Integrated Math: Basic Concepts III**

Course 3 of Impact Mathematics comprises the third year of the Basic Concepts level of the Waring math program. Topics in number, measurement, algebra, geometry, probability and statistics are integrated throughout. This year students explore linear variation, quadratic and reciprocal variation, exponents and exponential variation, solving equations, transformational geometry, working with expressions, quadratic equations, functions and their graphs, probability, and modeling with data.

The text for this course is *Impact Mathematics: Algebra and More for the Middle Grades, Course 3*.

*Kathleen Forgac*

## **Algebra**

*UCSMP Algebra* has a scope far wider than most algebra texts. Applications motivate all topics. Besides integrating the basic skills and concepts of Algebra, topics such as exponential growth, compound interest, statistics and geometry are settings for work with linear expressions and sentences. Probability provides a context for algebraic fractions, functions and set ideas. Expressions, equations, and functions are described graphically, symbolically and in tables. Concepts and skills are taught with a variety of approaches. Graphing calculators, TI-83 plus or 84 plus, are required and students are instructed in their use as a tool throughout the year.

The text for this course is *The University of Chicago School Mathematics Project, Algebra (Third edition)*.

*John Ferrick*

## Geometry

*UCSMP Geometry* integrates coordinates and transformations throughout, and gives strong attention to measurement formulas and three-dimensional figures in the first two-thirds of the book. Work with proof-writing follows a carefully sequenced development of the logical and conceptual precursors to proof. Measurement and solid geometry ideas such as area, perimeter, surface area, and volume are thoroughly covered. Students learn the connection between algebra and geometry and develop some of the skills they need to function in real-life situations.

The text for this course is *The University of Chicago School Mathematics Project, Geometry* (second ed.). A TI-84 calculator is required and students are instructed in its use as a tool throughout the year.

*Kathleen Forgas, Edith Fouser*

## Advanced Algebra

*UCSMP Advanced Algebra* emphasizes facility with algebraic expressions and forms, powers and roots, and functions based on these concepts. Students study logarithmic, trigonometric, polynomial, and special functions both for their abstract properties and as tools for modeling real-work situations. A TI-84 calculator is required and students are instructed in its use as a tool throughout the year.

The text for this course is *The University of Chicago School Mathematics Project, Advanced Algebra* (second edition).

*Francis Schaeffer, Bill Braunlin*

## Precalculus

Precalculus integrates functions, statistics and trigonometry and applies the algebra and geometry that students have studied in previous years. Sequences, counting problems, and other topics from discrete mathematics are combined with other topics in precalculus math to help prepare students for the first-year course in calculus or statistics. Precalculus provides an example of how a single mathematics course can involve all the major areas of mathematics.

The text for this course is *The University of Chicago School Mathematics Project, Functions, Statistics, and Trigonometry*. A TI-84 Calculator is required.

*John Wigglesworth, Robine Vaneck*

## Advanced Topics in Mathematics

Advanced Topics in Mathematics offers a second year of precalculus mathematics and strengthens the understanding of functions, statistics and trigonometry that students have studied in previous years. Sequences, counting problems, and other topics from discrete mathematics are combined with other topics in precalculus math to help students deepen their understanding of the material. In addition, the course will help students prepare for the SAT II Math Subject Level I or II test in the Spring Semester.

The text for this course is *Precalculus* by Michael Sullivan, 6th edition. A TI-83 or -84 graphing calculator is required.

*John Wigglesworth*

## Introduction to Calculus

A series of topics in advanced precalculus during the first semester serves as an introduction to differential calculus during the second. Topics covered in the first semester may include mathematical logic, algebraic and numerical analysis of functions, advanced work in trigonometry, mathematical induction, and complex numbers in polar form.

During the second semester, we study limits and continuity, the derivatives of algebraic and trigonometric functions, and various applications of differentiation, including analysis of functions and optimization problems. We end the year with an introduction to integrals, including the Fundamental Theorem of Calculus.

The primary textbooks for this class are UCSMP *Precalculus and Discrete Mathematics*, and *Calculus of a Single Variable*, 8th ed., by Larson, Hostetler, and Edwards. Students are required to have a TI-83+ or similar graphing calculator.

*Bill Braunlin*

## Calculus II AP

Calculus II is equivalent to a second semester college level course. It builds on the fundamental concepts of limits, continuity, derivatives and integrals that were introduced in Calculus I, working with more advanced techniques and applications. The goal of the course is to prepare for the Advanced Placement Calculus BC examination, and the topics of study have been chosen from the AP guidelines. Among the topics are parametric, polar and vector functions, differential equations and slope fields, volumes of solids of rotation, improper integrals, and polynomial approximations and series. Students use the TI-84 as a tool in graphing and problem-solving.

The text for this course is *Calculus of a Single Variable* by Larson, Hostetler and Edwards.

*Kathleen Forgac*

## Writing Program

The Waring writing program helps students to develop and discover authentic, personal voices. This is commonly called "creative writing", though the term is misleading, since expository writing is an equally creative endeavor. At all levels of the program, students write poems, stories, dialogues, plays, and personal essays. 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 develop "inner resources" that they otherwise might never have discovered.

Writing, like any discipline, is partly a matter of habit, so regular writing habits are first established. A student learns quickly that work is not written only for the teacher; instead, the writing is presented before an audience of peers and teacher; and the writing is critiqued by that audience. 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 portfolios. They also publish pieces in the school newspaper and at times share their work with the community at All School Meeting. At every level of the program, classes meet twice a week.

Our students are successful contributors to the Beverly Public Library Teen Poetry Contest each year. In March a Young Writers Conference is held at Waring, drawing 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 The New England Young Writers' Conference at Bread Loaf, in Ripton, Vermont.

CORE (6th and 7th grade) and Group 1 (8th grade) classes typically have between nine and eleven students. They are taught by junior and senior student teaching assistants (TAs), under the direct supervision of adult writing teachers, who meet with them frequently to discuss both pedagogy and students. We do this for a number of reasons, but most essentially because we find that the TAs promote enthusiasm for and knowledge of the writing program as well as foster strong and beneficial relationships between younger students and older students. As Writing TAs, the junior and seniors are "culture-bearers": that is, they carry the long-established Waring writing culture to our next generation of students.

Groups 2 and 3 (9th and 10th grades): students are taught together, in sections no larger than twelve. Either a genre approach is used, with times during the year devoted to such topics as fiction, poetry, and personal essay, or a thematic approach is used, with assignments built around particular themes that the Writing teachers develop. In any case, the classes are conducted as writing workshops.

Groups 4 and 5 (11th and 12th grades): students elect their writing classes, which are semester-long and focus on a particular topic. In recent years, the offerings have included Fiction, Poetry, Personal Essay, Playwriting, Screenplay Writing, and *Le Temps Retrouvé*, the school newspaper. On occasion, under the supervision of a Waring faculty member, students do an independent study on a particular writing topic that they wish to explore in depth.

## **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.

Credit requirements:

1. Alert, empathetic class participation and regular reading in class
2. Dialogue with teachers and class concerning revisions
3. Satisfactory completion of portfolio

*Christiane Jedryka-Taylor, Edith Fouser*

## **Group 1 Writing**

Group 1 Writing is based on a workshop format: students read their pieces to each other in order to learn how to give and receive criticism. Students should be prepared to read their work each week in class. In general, Wednesday's class is conducted as a whole-group workshop that then divides into sections, and Monday's class is given over to sharing and critiquing pieces in sections led by Teaching Assistants. Throughout the year, all students work toward creating a portfolio of finished pieces. The focus of the first half of the year is observation and character description, culminating in a major written portrait of a Waring Senior. Later in the year, other units include fiction, non-fiction, and poetry. Frequent assignments are given in order to help students improve their skills; public readings are also encouraged.

Credit requirements:

1. Alert, empathetic class participation and regular reading in class
2. Dialogue with teachers and class concerning revisions
3. Satisfactory completion of portfolio

*James Watras*

## Group 2/3 Writing

Group 2/3 Writing is based on a workshop format: students read their pieces to each other in order to learn how to give and receive criticism. Students should be prepared to read their work each week in class. Throughout the fall semester, all students work toward creating a portfolio of four finished pieces.

This fall, our course assignments focus on journal writing, by which students practice using the personal pronoun to engage with the world around them. Student journaling deepens understanding and awareness of both the precision and flexibility of written expression. Portfolio pieces are expected to grow out of the raw material in each student's journal, and may include a mixture of genres.

Credit requirements:

1. Alert, empathetic class participation and regular reading in class
2. Dialogue with teacher and class concerning revisions
3. Satisfactory revision and completion of the polished pieces for the portfolio

Honors requirements:

1. Completion of Credit requirements with particular enthusiasm, energy, devotion—unusual insights in class, pieces that are consistently thoughtful and interesting. By semester's end, deep revision of portfolio pieces
2. Dedication to improving skills—continual revising, reading, writing, talking with teacher
3. Full classroom participation in the improvement of other students' writing
4. Commitment to writing that the student makes public in the school through participation in meetings, publication, participation in coffee houses or writing conferences as well as publication beyond the boundaries of the school

*James Watras, Tony Boisvert, Josh Webb, Joshua Scott-Fishburn, Lillie McDonough*

## Group 4/5 Writing: Personal Essay

The Personal Essay is a semester course designed to help students find and develop their voices as writers and to understand the subtext of their written work. The course uses a workshop format: students read published essays, write their own essays, and comment on the essays of their peers. Class time is devoted to discussing published work and student work. We stress the process of revision so that each student produces a portfolio of polished essays, showing progress through responses to teacher and student commentary. Central to the course is the exchange between the teacher and students.

The Personal Essay course is also intended, directly and indirectly, to assist students in writing their essays and supplementary statements for college admissions.

Credit requirements:

1. Alert, empathetic class participation and regular reading in class
2. Dialogue with teacher and class concerning revisions
3. Satisfactory revision and completion of the polished pieces for the portfolio

Honors requirements:

1. Completion of Credit requirements with particular enthusiasm, energy, devotion, unusual insights in class, and pieces that are consistently thoughtful and interesting. By semester's end, students will have completed deep revision of portfolio pieces.
2. Dedication to improving skills—continual revising, reading, writing, talking with teacher
3. Full classroom participation in the improvement of other students' writing
4. Commitment to writing that the student makes public in the school through participation in meetings, publication in LTR, participation in coffee houses or writing conferences as well as publication beyond the boundaries of the school

*Joshua Scott-Fishburn*

## Group 4/5 Writing: Fiction

Fiction writing is a semester course designed to help students find their voices and hone their craft. The class runs as a workshop, with students reading and responding seriously to each others' work each week, so that they become committed writing colleagues. Students also read published fiction, both classic and modern, write weekly in their journals, and revise their stories to gain skill with the tools of fiction, such as characterization, language, and plotting. By semester's end, each student should have a portfolio which includes two original short stories, at least one revision, and a journal full of everything from in-class exercises to free-writing to notes on craft.

Credit requirements:

1. Alert, empathetic class participation and regular reading in class
2. Dialogue with teacher and class concerning revisions
3. Satisfactory revision and completion of the polished pieces for the portfolio

Honors requirements:

1. Completion of Credit requirements with particular enthusiasm, energy, devotion—unusual insights in class, pieces that are consistently thoughtful and interesting. By semester's end, deep revision of portfolio pieces
2. Dedication to improving skills—continual revising, reading, writing, talking with teacher
3. Full classroom participation in the improvement of other students' writing
4. Commitment to writing that the student makes public in the school through participation in meetings, publication, participation in coffee houses or writing conferences as well as publication beyond the boundaries of the school

*Gallaudet Howard*

## Group 4/5 Writing: *Le Temps Retrouvé*

This class takes direct editorial supervision of our oldest school publication, *Le Temps Retrouvé*. To this end students will not only be writing articles to deadline and working in a journalistic fashion, but also soliciting and editing the work of other students in the school. Classes consist of workshops, brainstorming sessions, production sessions, peer editing, and field work around the school. Each student will also, with a partner, take overall responsibility of at least one issue of the paper per semester. We are tasked with producing regular issues and with helping the magazine develop and maintain a fresh feel and perspective that keep it integrated as a vital part of the school community.

Students working for Honors are expected to contribute extracurricular time to the many facets of making the paper a regular and interesting publication.

*Tony Boisvert*

## Group 4/5 Writing: Playwriting

Play Writing is a semester course designed to help students explore the dramatic mode and in so doing discover the importance of subtext in human interaction. The course uses a workshop format: students read published plays, attend performances (*Our Lady of 121st Street* and *Superior Donuts*), write their own plays, and both comment on and perform in the plays of their peers. Students write the plays that will constitute the Waring Spring Theatre one-act play festival. Class time is devoted primarily to reading and commentary. We stress the process of revision so that each student produces an electronic portfolio of plays, showing progress through responses to teacher and student commentary. Central to the course is the email exchange between the teacher and students.

Credit requirements:

1. Alert, empathetic class participation and regular reading in class
2. Dialogue with teacher and class concerning revisions
3. Satisfactory revision and completion of the polished pieces for the electronic portfolio

Honors requirements:

1. Completion of Credit requirements with particular enthusiasm, energy, devotion—unusual insights in class, pieces that are consistently thoughtful and interesting. By semester's end, deep revision of electronic portfolio pieces
2. Dedication to improving skills—continual revising, reading, writing, talking with teacher
3. Full classroom participation in the improvement of other students' writing
4. Commitment to writing that the student makes public in the school through participation in meetings, publication, participation in coffee houses or writing conferences as well as publication beyond the boundaries of the school

*Tim Averill*

## Art Program

All students at Waring take time each week to work as artists. The primary focus of this program is drawing. We use drawing as a means of moving from merely looking at our surroundings to seeing our world with greater depth and clarity. Drawing is taught as a skill, or language, that everyone can master. We hope that each student at Waring will move beyond basic skills in drawing to a fluency that allows them to express themselves visually.

In CORE (grades 6, 7), projects are done to develop excitement, comfort and understanding of the process of drawing, and of 2- and 3-dimensional design in various media. In Group 1 (grade 8), time is spent expanding basic drawing vocabulary, working in black and white media, and occasionally with clay and other materials. In Group 2 (grade 9), the scope of materials and the complexity of drawing assignments are expanded with the goal of solidifying basic drawing skills. Group 3 (grade 10) works primarily with paint and explores color, while Groups 4 and 5 (grades 11, 12) choose from different media or approaches each semester for an in-depth experience, which may include ceramics, sculpture, painting, printmaking, and/or photography.

The mastery of any language requires practice, and seeing through drawing is no exception. Sketchbook assignments are given each week to practice the skills learned that week, and to develop a record of a student's drawing skill over time. A successful sketchbook practice goes beyond the compulsory assignments and becomes a record of what the student has seen and what they have thought or felt during the week. CORE is asked to draw for 30 minutes per week; Group 1, 45 minutes; Groups 2-5, one hour.

### CORE: Drawing

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. Drawing exercises focus on the use of identifying simple shapes as a way to understand forms of greater complexity. 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. Regular critiques allow for sharing ideas, examining the work of others, and building a vocabulary and ease in evaluating artwork. Sketchbook assignments support concepts and techniques explored in class.

*Stéphanie Williams, Vicki Paret, K. B. Breiseth*

### Group 1: Drawing & Critique I

Group 1 Art focuses on bringing together and solidifying drawing and observation skills, and introducing clay and the connections between two- and three-dimensional form. Work continues primarily in black and white media, with landscape, the human form, and still life as subject matter. Time is spent learning to participate in an art critique and to express visual ideas verbally. Sketchbook assignments support concepts and techniques explored in class.

*Vicki Paret*

### Group 2: Drawing & Critique II

Group 2 Art 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, perspective, and the human figure, as well as how to visually convey experiences and ideas through line, composition, scale, and scope of subject. Critique takes place in a structured way based on the work done in class to develop verbal communication of art-related ideas and the visual work. Sketchbook assignments support concepts and techniques explored in class.

*Stéphanie Williams, K. B. Breiseth*

## **Group 2: Drawing & Critique II (Immersion)**

Group 2 Drawing and Critique (Immersion) is a class taught in French for Group 2 students new to French, to help prepare them for their trip to Angers in the spring. The art content is similar to the other Group 2 Art classes, with the goal of building drawing skills, and exploring connections between two and three dimensions. Using primarily black and white media, there is an emphasis on sketchbook practice, perspective, and the human figure, as well as how to visually convey experiences and ideas through line, composition, scale, and scope of subject. Critique takes place in a structured way based on the work done in class to develop verbal communication of art-related ideas and the visual work. Sketchbook assignments support concepts and techniques explored in class.

*Stéphanie Williams*

## **Group 3: Painting & Color**

Group 3 Art is an in-depth exploration of color and painting, with a continued emphasis on drawing and composition. Students work with still life, the figure, landscape, and our world in color. Sketchbook homework supports the development of concepts. Critique continues to be a component of the class to build skills in articulating and exchanging ideas effectively using an art-specific vocabulary. Both clay and printmaking projects are undertaken as time allows.

Honors in the class requires commitment and passion for the subject, consistent productivity, active participation in critique and discussion, drawing ability using a variety of techniques, and an engaged sketchbook practice. Honors candidates may be asked to complete additional assignments designed to broaden or intensify knowledge of a particular media or technique.

*Vicki Paret*

## **Group 4/5: B & W Photography**

The class is an exploration of the art of black and white film photography—both the technical processes and photographs as a visual image. On the technical side are camera controls, lighting conditions, film developing, and making enlargements from negatives. The photographic image as a means of communication, and ideas and observations expressed, are also considered. Class time involves darkroom use, with some critique and presentations. Work outside of class includes taking pictures and research on photographers and/or photographic processes.

*Vicki Paret*

## **Group 4/5 Art: Drawing for Expression**

This class explores the infinite expressive possibilities inherent in the act of drawing. Working directly from various forms of life (the figure, landscape and still life to start) and using charcoal, graphite, oil pastel (as well as more alternative sources of mark making), students discover ways to make their own representational drawings more expressive and emotionally resonant. Sketchbook assignments and art historical references encourage students to further hone their understanding of what "good" drawing means to them, as well as push them to more effectively communicate with the viewer.

*K. B. Breiseth*

## **Group 4/5: Mixed Media**

Mixed media combines various traditionally distinct media and provides infinite options for combinations such as paint and graphite, collages including found objects, or wax on paper or plaster. Working with both representational and abstract language, students draw heavily on their art foundations and explore new visual territories. Homework includes personal studio time and sketching, as well as reading and research on products and artists.

*Stéphanie Williams*

## Music Program

Waring students experience and learn about music in a variety of settings, from private instrument lessons to small and large ensembles, from music and Humanities classes to all-school settings such as weekly Music Listening meetings and all-school chorus. In addition, we often have guest artists come in and perform for the school community. Likewise, students regularly attend concerts or rehearsals. Each school year opens with a performance by the Waring Music Faculty. Finally, students have many opportunities to share what they have learned at informal performances during the school day or more formal evening recitals, called Soirées Musicales.

Through the many aspects of our music program, we hope to foster a love and understanding of classical music and an appreciation for the connections and similarities between classical music and other musical forms such as jazz and folk.

### Private Music Lessons

The school holds a strong commitment to encouraging students to study a musical instrument. Many aspects of music are best learned by creating music rather than by merely listening to it. Since music is a performing art, it is a goal of the school that students reach a level of aptitude where they can perform on their instrument for the school community.

Instrumental or voice lessons are available to Waring students who demonstrate the commitment and discipline necessary to profit from such study over the long term. The commitment must include a willingness to practice, perform, and attend lessons on a regular basis. All students wishing to take individual or group lessons must qualify through petition to the Director of Music. Qualified students are eligible for weekly private lessons taught at the school during or after school hours.

*Shaylor Lindsay, Ron Savage, Kathleen Forgac, Mark Bacon, Kristina Martin, Nat Simpkins, Peter Fedele, Steve Smith, Susan Slowick, Charlotte Chane, Martha Leven, Steve Lantner, Alyssa Daly, Matthew Pert, Garth Retallack, Peggy Friedland, Margo McGowan*

### Group 1 Music

Group 1 Music is a weekly 50-minute class that focuses on applied music skills in a group setting. The course is designed specifically for students who have opted not to study a musical instrument through private lessons. In a group setting, students are taught basic keyboard skills, rhythmic skills, and proper singing techniques. A segment of each class is devoted to listening to the great works of Western music.

*Steve Smith, Lillie McDonough*

### Beginning Music Theory

Beginning Music Theory is a required course for students in Group 3 who are new to the school and have not studied music theory. The basics of music theory, ear-training, composition, and sight-singing are presented throughout the year. In addition, by listening to several different styles of music, students are taught how to correctly identify the key musical characteristics of the baroque, classical, romantic, and modern eras.

Classes meet once a week for fifty minutes. Active class participation and successful completion of the weekly homework assignments are required for Credit.

*Kristina Martin*

## **Advanced Music Theory**

Advanced Music Theory is the second year of Waring's two-year Music Theory curriculum. Offered to Group 2 students, the course builds on musical composition skills learned the previous year. Students write compositions following the classical "sonata form" as well as attempt to write a baroque-style fugue. In addition, all students listen to selections from different musical periods and are taught to identify the key characteristics of the baroque, classical, romantic, and modern eras.

*Tim Bakland*

## **Group 3 Music**

Group 3 Music meets once a week for a 50-minute class. Students study the basics of music theory, ear-training, composition, and sight-singing. In addition, all students listen to selections from different musical periods and are taught to identify the key characteristics of the baroque, classical, romantic, and modern eras. Students are offered an opportunity to arrange their favorite pieces for possible performance by Waring choral and instrumental groups.

*Steve Smith, Lillie McDonough*

## **Ensemble**

The school holds a strong commitment to providing students with the opportunity to rehearse and perform together in small groups. Dynamics, rhythms, intonation, balance, and improvisation are taught most effectively in a group setting. Here is a sampling of the various groups that rehearse at least once a week: String Ensemble (first semester), Jazz Ensemble, Percussion Ensemble, Orchestra (second semester). Occasionally there are mixed ensembles with piano or harpsichord, piano duets, and other instruments.

*Ron Savage, Steve Smith, Susan Slowick, Matthew Pert, Garth Retallack*

## Choral Music Program

Singing is an important part of the music program at Waring. Students in 6th and 7th grade sing together twice a week in the CORE Chorus. All students in groups 1-5 are placed in one of four different singing groups that rehearse twice a week. The groups are: Boys Chorus, Girls Chorus, mixed voice Chorale, and Madrigals. The repertoire and sound of these vocal combinations are quite different. Throughout their time at Waring, students rotate through the various groups to enrich their vocal experience.

### CORE Chorus

CORE Chorus teaches all members of CORE how to sing with healthy sound, posture and musicality. CORE Chorus typically performs in the Holiday and Spring Concerts, performing works suitable for larger groups. In the winter, CORE Chorus is conducted in French as part of the Immersion program.

*Audrey Markowitz, Lillie McDonough*

### Chorale

Composed of about 50 singers, the Chorale is the large group chorus of the Waring School. Students are exposed to major classical works for larger groups and, occasionally, popular works and musicals.

*Tim Bakland*

### Madrigals

Madrigals is a select mixed group of twelve to sixteen singers, chosen for vocal and sight-singing abilities. The ensemble performs primarily *a cappella* music at Waring events such as soirées, graduation, and the Winter and Spring concerts.

*Shaylor Lindsay*

### Boys Chorus

Boys Chorus is a small ensemble of about 15 singers. Boys learn to sing in close TTBB (tenor, tenor, bass, bass) harmony and perform works suitable for male singers, often *a cappella*.

*Audrey Markowitz*

### Girls Chorus

Girls Chorus is a small ensemble of about 20-25 singers. Girls learn to sing in close SSAA (soprano, soprano, alto, alto) harmony and perform works suitable for female voices, often *a cappella*.

*Kristina Martin*

## Theater Program

The Theater program at Waring is focused on the acquisition of fundamental performance technique which serves the students in their roles as public speakers, musical performers, readers of their own writing, and, of course, as actors. 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 will dovetail with the themes and periods being covered in the upper level Humanities courses. The Theater Department currently produces three Theater Team shows a year, an End Term presentation, plays for CORE Night and CORE Winter Theater, and numerous short plays and scenes for All-School Meetings.

### CORE Theater

CORE Theater introduces students to the fundamentals of theatrical performance. We begin with improvisational games and exercises, designed to help students feel more confident speaking and performing for their peers. Drawing on their readings in Humanities, the students write and produce several short plays for CORE Night presentation in November. During the winter sports term, an optional student-directed production is offered for interested CORE students. Our skill-building work resumes in the spring, with students working on longer scenes and beginning to interpret and play scripted pieces.

*Holly Little Van Straaten*

### Group 1 Theater

Group 1 Theater builds on the foundations established in CORE Theater. We begin the year with a review of basic technique, moving on to basic monologue and improv scene work. During the year we will put on a full production, in connection with Group 1 Humanities classes.

*Holly Little Van Straaten*

### Theater Team

Theater Team is a production course offered as an alternative to athletics. Theater Team is focused on making practical use of the skills acquired during CORE Theater and Theater 1. While some exercises and scene work occur early in the trimester, the better part of our time is spent in rehearsal. Drawing from both the classical and contemporary repertoire, the Theater Team rehearses and produces a complete full-length play. Students are encouraged to help with all aspects of the production: costuming, lighting, set design, advertising, etc. We strive to produce a wide variety of plays, employing different styles and drawing on different techniques, but always staying close to themes that inform the Waring community as a whole.

*Holly Little Van Straaten*

## Health Program

The Health curriculum, as in all the other areas of learning at Waring, is based upon an interdisciplinary approach, integrating wellness education, leadership/team building, and health information. The overall goal is to promote and support healthy values and lifestyles in students so that they may reach their full potential as human beings.

The goals of the health curriculum intersect with the goals of other academic areas. Research has shown that it is more than information that helps adolescents to make healthy lifestyle choices. Other key factors include family support and connection, personal relationships with other adults such as teachers, and the peer group. The health program sets out to both inform the students of the possible dangers of poor choices and to help students look at the influences in making choices.

### CORE Health

CORE health is structured around the following topics: friendships, self-confidence, basics of nutrition, introduction to sexual education, bones in the human body, hygiene, team-building games, active time, and other interests that students may want to discuss. One of our major goals in CORE health is for all students to feel that their opinion counts and that what they say will be heard. Publicly speaking about feelings and personal experiences is difficult but becomes easier through the year as students become more comfortable around their classmates in this setting.

*Mike Kersker, Jan Lindsay*

### Group 1 Health

The overarching theme of Group 1 Health is “What is normal?” The following topics are covered each year: Advertising and media influences, personal identity, group relationships, family structures, parenting and responsibility, academic and personal ethics, bullying, sexuality, nutrition, peer pressure, drugs and alcohol, depression, friendships, the Heimlich maneuver, and civic engagement.

The units on sexuality, nutrition, and drugs and alcohol are presented by outside professionals with experience in the subject matter.

*Mike Kersker, Jan Lindsay*

### Group 2/3 Health

Group 2/3 Health is based on sex education, drugs, and alcohol. The systems of the body are also introduced throughout the year, e.g. brain and nervous system, endocrine system, heart and circulatory system, respiratory system, skin, bones and muscles, digestive and urinary systems, and reproductive system.

*Mike Kersker, Gallaudet Howard*

# Sports Program

## “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 health, enhances mental alertness and emotional stability, and encourages students to excel to the best of their ability.

Students participate in team sports throughout the academic year: soccer in the fall, basketball (optional) in the winter, and lacrosse in the spring. The following sports are often available to students who have met their requirements: cross country in the fall; yoga, dance, YMCA in the winter; and running in the spring. Alternatively, students may sign up for Theater Team (*see Theater*) or Community Service if they have met the athletic requirements.

### Fall Sports

Fall sports offers Boys and Girls Varsity, Junior Varsity, and middle school instructional soccer teams along with our Varsity cross country team. The Varsity Boys compete in the Mass Bay Independent League and the Varsity Girls compete in the Independent Girls Conference.

The Waring soccer teams are considered powerhouses in their respective conferences and the championship banners hanging in our gymnasium are a tribute to the hard work and dedication our student athletes put into the sports program at Waring School.

*Westy Adams, John Wigglesworth, Tim Bakland, Mike Kersker, Ashley McGown, Eric Slack, Dana Bonjorno*

### Winter Sports

Winter sports consist of Varsity, Junior Varsity, and instructional middle school basketball for both girls and boys. The boys varsity basketball team won its first conference championship in 2009.

We also offer yoga, dance, and YMCA. These optional sports round out the sport choices our students enjoy throughout the winter.

### Spring Sports

Spring sports consist of Varsity, Junior Varsity, and middle school instructional lacrosse teams. Our lacrosse teams have won many conference championships over the past ten years and we have deep roots as one of the first schools on the North Shore to offer lacrosse for our students.

Cross training is an option for students who prefer not to participate in the lacrosse program; this consists of running, weight-lifting and various other cardio classes offered through the YMCA.