Thornton Donovan School

Schedule and Course Catalog

2026-2027 School Year

“Where Tradition Meets Tomorrow”

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Thornton Donovan School
Class Schedule 2026-2027 : Where Tradition Meets Tomorrow

Period 1 9:15 - 9:55	Teacher	Room
Physical Science 6	McIe	Science Lab
English 7 Composition	Nicaj	Chapel
Earth Science	Griffin	Freedom Hall
AP Calculus AB**	Cannella	Sante Fe
American Literature	Samateh	Starlight
High School Latin	Kernell	Meditation
Spanish III/IV	Reynoso	Yebo

Period 2 9:58 - 10:38	Teacher	Room
History 6	Marciandi	Rama
Life Science 7	McIe	Science Lab
Pre-Algebra II	Vasendin	345 Room
Algebra I	Cannella	Sante Fe
AP US History**	Griffin	Freedom Hall
Web Design	Delisser	Vox Box
Skyscrapers	Meditation	Kernell

Period 3 10:41 - 11:21	Teacher	Room
English 6 Literature	Nicaj	Chapel
History 7	Marciandi	Rama
PreCalculus	Cannella	Santa Fe
Iberian History	Griffin	Freedom Hall
Networking	Delisser	Vox Box
English 9	Samateh	Starlight
Homer	Kernell	Meditation
Geometry	Vasendin	345 Room

Period 4 11:24 - 12:04	Teacher	Room
English 6 Writing	Nicaj	Chapel
Italian 7/8	Marciandi	Rama
Spanish 7/8	Reynoso	Yebo
AP Chemistry**	McIe	Science Lab
Artificial Intelligence	Delisser	Vox Box
AP English Language and Composition**	Samateh	Starlight
Goatsong	Kernell	Meditation
Russian	Vasendin	345 Room

Period 5 12:07 - 12:47	Teacher	Room
Computer Hardware (Tues/Thurs/Fri)	Delisser	Vox Box
Middle School Latin (Tues/Thurs/Fri)	Kernell	Mediation
Middle School French (Tues/Thurs/Fri)	Reynoso	Yebo
Middle School Music (Tues/Thurs/Fri)	Weinberger	Blue Note
Pre-Algebra I (Wednesday)	Vasendin	Starlight
Spanish & Portuguese Gastronomy*	Marciandi	Cucina Arezzo
Physics	Cannella	Sante Fe
Environmental Science***	McIe	Science Lab
Government & Politics	Griffin	345 Room
Ancient Greek (Mon/Weds)	Kernell	Meditation

Period 6 12:47 - 1:30	Teacher	Room
Lunch Grades 6-12	-	Freedom Hall
Art 6 (Wednesday)	Heiner	Art Studio

Period 7 1:33 - 2:13	Teacher	Room
Italian 6	Marciandi	Rama
Spanish 6	Reynoso	Yebo
Art 7 (Wednesday)	Heiner	Art Studio
Pre-Algebra I (Mon/Tues/Thurs/Fri)	Vasendin	345 Room
English 8	Nicaj	Chapel
Algebra II/Trig	Cannella	Santa Fe
Anatomy (Monday)	McIe	Science Lab
Astronomy	Griffin	Freedom Hall
AP Cybersecurity**	Delisser	Vox Box
English 10	Samateh	Starlight
Spellound	Kernell	Meditation
High School Music (Tues/Thurs/Fri)	Weinberger	Blue Note
DECA (Tues/Thurs/Fri)	-	Resource Room

Period 8 2:16 - 3:00	Teacher	Room
Math 6	Vasendin	345 Room
English 7 Literature	Nicaj	Chapel
High School Italian	Marciandi	Rama
Biology	McIe	Science Lab
Cisco Certification	Delisser	Vox Box
British Literature	Samateh	Starlight
Architecture	Kernell	Meditation
Spanish I/II	Reynoso	Yebo
High School Art	Heiner	Art Studio

* $300 fee

** There is a $99 exam fee for AP courses

*** Iona Link Courses have a tuition rate of $100/credit

Courses with fewer than three registered students may be cancelled.

HOMEROOMS

Grade 6 - Reynoso - Yebo

Grade 7 - Samateh - Starlight

Grade 8 - Marciandi - Rama

Grades 9/10 - Cannella - Sante Fe

Grade 11 - McIe - Science Lab

Grade 12 - Griffin - Freedom Hall

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Period	Marciandi	Cannella	McIe	Griffin	Delisser	Samateh	Kernell	Reynoso	Vasendin	Nicaj	Heiner	Weinberger	
1 **9:15-9:55**		**AP Calculus AB**	Sci 6	Earth Science		American Literature	High School Latin	Spanish III/IV		Eng 7 Composition			
		Sante Fe	Lab	F. Hall		Starlight	Meditation	Yebo		Chapel			
2 **9:58-10:38**	History 6	Algebra I	Sci 7	**APUSH**	Web Design		Skyscrapers		Pre-Algebra II				
	Rama	Sante Fe	Lab	**F. Hall**	Vox Box		Meditation		345				
3 **10:41-11:21**	History 7	PreCalc		Iberian History	Networking	English 9	Homer		Geometry	Eng 6 Literature			
	Rama	Sante Fe		F. Hall	Vox Box	Starlight	Meditation		345	Chapel			
4	Italian 7/8		**AP Chem**		AI	**AP Language**	Goatsong	Spanish 7/8	Russian	Eng 6 Writing			
11:24-12:04	Rama		**Lab**		Vox Box	Starlight	Meditation	Yebo	345	Chapel			
5 **12:07-12:47**	Spanish & Portuguese Gastronomy	Physics	Iona LINK	Gov/ Politics	Computer Hardware Tues/Thurs/Fri		Middle School Latin Tues/ Thurs/Fri Ancient Greek Mon/Weds	Middle School French Tues/Thurs/ Fri	Weds: Pre-Algebra I			MS Music Tues/Thurs/ Fri	
	Cucina Arezzo	Sante Fe	Lab	345	Vox Box		Meditation	Yebo	Starlight			Blue Note	
6 **12:47-1:30**											Wed Art 6		
											Studio		
7 **1:33-2:13**	Italian 6	Algebra II/Trig	Anatomy Mondays	Astronomy	**AP Cybersecurity**	English 10	Spellbound	Spanish 6	Pre-Algebra I Mon, Tues, Thurs, Fri	English 8	Wed Art 7	HS Music Tues/Thurs/ Fri	DECA Tues/ Thurs/Fri
	Rama	Sante Fe	Lab	F. Hall	Vox Box	Starlight	Meditation	Yebo	345	Chapel	Studio	Blue Note	Resource
8 **2:16-3:00**	HS Italian		Biology		CISCO	British Literature	Architecture	Spanish I/II	Math 6	English 7 Literature	Art High School		
	Rama		Lab		Vox Box	Starlight	Meditation	Yebo	345	Chapel	Studio		

Sixth Grade Course Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	Science 6	Science 6	Science 6	Science 6	Science 6
2	History 6	History 6	History 6	History 6	History 6
3	English Literature	English Literature	English Literature	English Literature	English Literature
4	English Writing	English Writing	English Writing	English Writing	English Writing
5	Reading Study	A. Computer Hardware B. Latin C. French D. Music	Lunch	A. Computer Hardware B. Latin C. French D. Music	A. Computer Hardware B. Latin C. French D. Music
6	Lunch	Lunch	Art	Lunch	Lunch
7	A. Spanish B. Italian	A. Spanish B. Italian	A. Spanish B. Italian	A. Spanish B. Italian	A. Spanish B. Italian
8	Math 6	Math 6	Math 6	Math 6	Math 6

*Students choose between courses in periods with listed “A, B, C…” options.

Seventh Grade Course Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	English 7 Composition	English 7 Composition	English 7 Composition	English 7 Composition	English 7 Composition
2	Science 7	Science 7	Science 7	Science 7	Science 7
3	History 7/8	History 7/8	History 7/8	History 7/8	History 7/8
4	A. Russian B. Spanish 7/8 C. Italian 7/8	A. Russian B. Spanish 7/8 C. Italian 7/8	A. Russian B. Spanish 7/8 C. Italian 7/8	A. Russian B. Spanish 7/8 C. Italian 7/8	A. Russian B. Spanish 7/8 C. Italian 7/8
5	Reading Study	A. Computer Hardware B. Latin C. French D. Music	Pre-Algebra I	A. Computer Hardware B. Latin C. French D. Music	A. Computer Hardware B. Latin C. French D. Music
6	Lunch	Lunch	Lunch	Lunch	Lunch
7	Pre-Algebra I	Pre-Algebra I	Art 7	Pre-Algebra I	Pre-Algebra I
8	English Literature	English Literature	English Literature	English Literature	English Literature

*Students choose between courses in periods with listed “A, B, C…” options.

Eighth Grade Course Schedule

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1	A. Earth Science B. High School Latin	A. Earth Science B. High School Latin	A. Earth Science B. High School Latin	A. Earth Science B. High School Latin	A. Earth Science B. High School Latin
2	A. Pre-Algebra II B. Algebra I	A. Pre-Algebra II B. Algebra I	A. Pre-Algebra II B. Algebra I	A. Pre-Algebra II B. Algebra I	A. Pre-Algebra II B. Algebra I
3	A. History 7/8 B. Iberian History C. Networking	A. History 7/8 B. Iberian History C. Networking	A. History 7/8 B. Iberian History C. Networking	A. History 7/8 B. Iberian History C. Networking	A. History 7/8 B. Iberian History C. Networking
4	A. Russian B. Spanish 7/8 C. Italian 7/8 D. AI	A. Russian B. Spanish 7/8 C. Italian 7/8 D. AI	A. Russian B. Spanish 7/8 C. Italian 7/8 D. AI	A. Russian B. Spanish 7/8 C. Italian 7/8 D. AI	A. Russian B. Spanish 7/8 C. Italian 7/8 D. AI
5	Reading Study	A. Computer Hardware B. Latin C. French D. Music	Reading Study	A. Computer Hardware B. Latin C. French D. Music	A. Computer Hardware B. Latin C. French D. Music
6	Lunch	Lunch	Lunch	Lunch	Lunch
7	English 8	English 8	English 8	English 8	English 8
8	A. Italian I/II B. Spanish I/II C. Biology D. Architecture E. High School Art	A. Italian I/II B. Spanish I/II C. Biology D. Architecture E. High School Art	A. Italian I/II B. Spanish I/II C. Biology D. Architecture E. High School Art	A. Italian I/II B. Spanish I/II C. Biology D. Architecture E. High School Art	A. Italian I/II B. Spanish I/II C. Biology D. Architecture E. High School Art

*Students choose between courses in periods with listed “A, B, C…” options.

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Mr. Cannella

Algebra I

Students build foundational mathematical and problem solving skills that can be applied to various situations and subjects. Topics include first degree equations and inequalities, special products and factoring, the coordinate plane including the equations of lines and graphing inequalities, systems of linear equations, quadratic equations, and topics in probability and statistics.

Algebra II and Trigonometry

Students continue their work with familiar functions, such as quadratics. Students will be introduced to new functions: higher order polynomials, rational, radical, logarithmic, exponential, and trigonometric. Students will also learn about complex numbers. Students are prepared for Pre-Calculus. Students obtain sufficient knowledge for Calculus I.

Pre-Calculus

Pre-Calculus focuses on the study of familiar functions and their applications. Students will also be introduced to a new coordinate system, polar coordinates, and to parametric equations. Topics include polynomial, rational, exponential and trigonometric functions, polar coordinates and an introduction to parametric equations. The course also includes introduction to limits, which begins the content for Calculus I. Students are prepared for Calculus I.

AP Calculus AB

This full-year course is the equivalent to a first semester college course in calculus, Calculus I, and is the culmination of a rigorous mathematics course of study at the high school level. The course continues with the notion of limit behavior and its applications, specifically, rates of change and areas under curves. The fundamental understanding of these concepts will assist in the understanding of the derivative and the integral. Emphasis throughout will be more on the approach to modeling, analyzing, and solving problems, rather than the ability to manipulate or memorize. In this course, students will focus on being able to interpret and verify conclusions graphically, numerically and verbally.

Physics

Physics is the study of nature using mathematical models. Our focus will be on classical physics or mechanics, which describes the motion and interactions of objects on the macroscopic level and why these interactions and motion occur. Basic algebraic skills and techniques are required, and any mathematical skills beyond this, such as trigonometry, will be reviewed.

Mr. Delisser

Computer Hardware and Software

This class prepares students for both the Computer Technician A+ Certification, and any career requiring the usage of professional software (i.e., Word, Excel, PowerPoint and Google Suite). Students will learn acceptable/proper computer usage to identify and mitigate risks of malicious software. Students will learn about all hardware components of a computer, the various Operating Systems and an intro to Cloud Technology. A significant portion of the class is focused on learning Ethical Hacking. Students will learn the Linux Operating System and hacking techniques such as Penetration Testing. Upon completion of this class students will be prepared to use professional software in school and the workplace. Students will have the skills to completely build and troubleshoot a computer system and take an entry level position as a computer technician. Students may also apply this knowledge in our advanced classes such as AI, Cisco, Networking and Web Design.

AP Cybersecurity

Course Timeline
Pilot Phase: Tested in select schools during the 2025–26 academic year.
Nationwide Launch: Rolls out to high schools in Fall 2026.
First Exam: The official AP exam takes place in May 2027.
Program: Part of the AP Career Kickstart initiative to connect students with in-demand technical skills.

Five Main Units
Introduction to Security: Covers social engineering, the human element, and AI-based cyber threats.
Securing Spaces: Focuses on physical security and protecting real-world spaces.
Securing Networks: Explores network defenses, firewalls, and monitoring.
Securing Devices: Teaches endpoint protection and device safety.
Securing Applications and Data: Covers encryption, application vulnerabilities, and secure data storage.

Core Skills Taught
Analyze risk: Identify system vulnerabilities and attack methods.
Mitigate risk: Apply layered security strategies, known as defense-in-depth.

Networking Technology 101

Among other things, this class prepares students for the Cisco Certified Networking Associate classes. Students will learn the OSI/TCPIP models, Wi-Fi technology, IP Addressing, Firewalls, Routing and Switching principles and structured Cabling (Copper and Fiber) systems. Students will also learn about Voice Over IP (VOIP) and traditional phone systems, Access Control (Cardkey/Fob security) Systems, Cloud/Server technology and Surveillance Systems. As a final project, students will build a working technology network and a business VOIP telephone system in class. After successful completion of this class students will have the skills to build basic networks and VOIP systems. They will also have a good foundation in networking cabling and hardware components. Students will be qualified for an entry level Network Engineer position.

Artificial Intelligence (AI)

This class provides an in-depth understanding of AI technology. Students will learn the most popular programming language(Python) used to develop AI applications. Students will use tools such as VScode, Git/Hub, and Jupiter to create real-world AI applications to predict the outcome of Basketball games, weather, the stock market and more. Upon completion of this course, students may pursue more advanced college AI classes to become an AI Engineer.

Cisco Certified Networking Associate Classes(CCNA I and II)

These TD classes prepare students to pass the CCNA exam (offered by Cisco). This certification is in high demand in Corporate America. In NYC, salaries ranges from $125 to $187K annually. Students will learn all about Cisco's proprietary networking IOS, hardware & software. Upon completion of these classes and successfully passing the CCNA exam, students will be qualified for an entry level position as a Cisco Networking Associate.

Mr. Griffin

AP United States History

This course is designed as a survey of American History from Pre-Colombian North America to the first quarter of the 21st Century. It is designed to introduce the students to all the information needed to take the AP US History Exam.

The course is divided into 9 periods and 28 sections covering material from 1491 to 2020 (+)

Period 1: 1491-1607 (1 topic)
The Old Worlds of North America, Europe and West Africa
Contact and Empire (Spain, France and Netherlands)
Period 2: 1607-1754 (3 topics)
England and America: the Creation of the American colonies and their society.
Period 3: 1754-1800 (4 topics)
Slavery and the Wars of Empire, The American Revolution and the Creation of a new Society.
Period 4: 1800-1848 (3 topics)
New Economics for a new nation, rise of popular democracy and American slavery and it's foes
Period 5: 1844-1877 (4 topics)
Civil War, causes and consequences
Period 6: 1865-1898 (2 topics)
The rise of the Gilded Age industry and society and the beginnings of an American Empire
Period 7: 1890-1945 (5 topics)
The Progressive Era and World War I, The Twenties and the New Deal and World War II
Period 8: 1945-1980 (4 topics)
The 50's and 60s, The Cold War, The Conservatives and the end of the Cold War
Period 9: 1980 and beyond (2 topics)
Political, economic and foreign affairs in an era of cycles and changes.

This course will cover a great deal of information and will students to learn now to master the basic skills of comprehension, narration and in-depth analysis. There will be many reading assignments and you will be challenged to show your mastery of the topics on a regular basis. The text has not been finalized yet but I hope to be able to provide access to an online text. More about this as the size and composition of the class is finalized.

Students who take this class will have to download the US AP History text from Openstax (free)
Students who want to join this class should download the text (free) and read pages 8 thru 38 (sections 1.1 thru 2.1) to prepare for the beginning unit of this class.

Astronomy

This course is a survey of everything from the edge of the atmosphere to the end of the universe. Since we only have one school year to cover what is (almost) literally an infinity of information we will obviously be doing a lot of overviews and summaries. However, the basic purpose of this course is to introduce the students to the basic concepts of astronomy and to hopefully bring a whole new understanding to the night sky.

The night sky is where we will begin. What do we see at night from the New York City area. How does the sky change over the course of a year? Why does the sky change? We will look at the cycles of celestial objects as seen from Earth and then introduce the various systems for locating stars in the sky.

Finally we will look at what information we can get from these stars and how we can begin to study the stars using this information.

Of course the planets we are most familiar with have been in the news lately. The furthest planet of our own solar system was just visited and news about Pluto will continue to come in over the next year. We will look at what we know about them, how we think they formed and what the chances might be for life on these other worlds. Finally we will return to the newly discovered planets around other stars to look at how they compare to the planets we know.

On the stars. We will start with the classic studies that led to our basic classification system for stars. Then we will study the life and death of stars and how this has affected the evolution of the stars in our galaxy. We will take a quick side trip into how the elements in the universe are created and why it is said "we are all star stuff". Finally we will look at groups of stars in galaxies and clusters and what appears to be the organization of the galaxies in the universe. Which will bring us to the universe. How did it start, what is it doing now, and what is going to happen to it? Theories of the universe and space and time. These discussions will of course lead us to questions of life on other planets and we will take a quick look at planets around other stars.

Iberian History: A Combined History of Spain and Portugal

This course is a survey of the history of the Iberian Peninsula that will ultimately concentrate on the shared histories of Spain and Portugal. We will be using two texts to cover the first several thousand years of Iberian history:

PREHISTORY: Neanderthal and Homo Sapiens: The evolution of prehistoric society up the the arrival of the Greeks, Carthaginians and Romans.

IBERIA AND THE ROMAN EMPIRE: The process by which Iberia became an integral part of the Roman Empire (300 BCE to 300 CE) We will pay particular attention to the Punic Wars.

POST ROMAN INVASION ERA (300 CE to 800 CE): Invasions…including Germanic Tribes and the Islamic warriors from North Africa overran the Iberian Peninsula. This unit will consist of a narration of these events.

ALANDALUS AND THE REQONQUESTA: This is the era of Muslim Iberia and the wars by the Christian nations of the peninsula to reconquer the land. This unit also describes the creation the two kingdoms of Iberia—Portugal and Spain (900-1350)

EUROPEAN POLITICS AND THE IBERIAN PENINSULA IN THE LATE MIDDLE AGES: We will look at how the kingdoms of Iberia interacted with the European Wars and with each other leading to the creation of the two kingdoms of Iberia (1350-1500)

EMPIRES: The creation of the great empire (Spain) and the forgotten empire (Portugal) in the era of the great mercantile empires (1450-1650)

ARMIES: (1550-1715): The wars of the Spanish Empire in Europe and its effect on Portugal.

SPAIN, PORTUGAL AND THE WARS OF THE FRENCH: (1715-1815) The great powers of Europe instigated a series of wars during this period which involved the Iberian Peninsula. Both Spain and Portugal were invaded.

THE 19TH CENTURY. (1815-1918) As both Spain and Portugal were more and more eclipsed by the Great Powers of Europe they struggled to gain stability at home and protect what was left of their empires abroad.

THE 20 TH CENTURY: The fates of Spain and Portugal in the years after World War I. The effects of World War II and the Cold War (1919-1989). This unit will use other materials as well as the texts.

US Government and Politics

This class is designed to study several Civics topics. Since this is an election year and modern politics is so contentious, we will try to look at how the American Government has evolved to work. We will observe how the 2026 Congressional Elections are proceeding and what the results might mean. We will study the history and evolution of party politics in America paying particular attention to the important historical Midterm Elections.

We will use the following materials (probably)

AMERICAN GOVERNMENT 101: this text explains how the American Government is supposed to work and some material on how this system actually works.

WASHINGTON'S NIGHTMARE: A short history of American party politics.
POLITICAL CARTOONS: Viewing and interpreting current political Cartoons will be an important part of this class. Students will be introduced to the current political debates using these cartoons. Students will also learn the general skill of interpreting these views of the modern political world.

READINGS FROM VARIOUS TEXTS AND HISTORIES: These will be chosen by me as ways of filling in missing information or adding to our various topics.

In General: The first semester will be a mix of current events with political history. We will analyze the results of the 2026 elections and how that might effect government. This semester will end with a look at the party politics from 1945 to 2026.

The second semester will continue the current events as we use political cartoons to track the effects of the 2026 elections. The biggest topic this semester will be how the government is supposed to work and historical and expert commentaries of how problems in implementing the government have been dealt with.

Dr. Kernell

Ancient Greek

Unlike Latin, ancient Greek is seldom offered in high school. At Thornton-Donovan, however, the Latin teacher is also a specialist in this other, arcane legacy from the classical world. Although a candle in the wind, Greek has in past years attracted some interest here. And students of classical Greek, though few in number, have tended to stay with the subject through the third or fourth year.

The textbook, Athenaze (meaning "To Athens") employs a novel approach, like that of an old-fashioned primer. From the beginning, tyros read connected prose, which via the "slow acceleration" familiar to competive swimmers gradually increases in complexity. Rote memorization, though inevitable, is kept to a minimum. Athenaze unfolds vicissitudes in the life of Dikaiopolis, a hardscrabble farmer in Attica at the outbreak of the Peloponnesian War, and the trials he and his family confront as they are forced by Spartan raids to relocate to Athens. While simplified, the prose of Athenaze has all the features of literary Greek, with which it gradually and imperceptibly blends. My way is to read all ancient Greek covered in class aloud in what is called the "restored pronunciation."

A word about myself. after completing a doctorate in classics and moving to New York, I read Homer, Aeschylus, Sophocles and Euripides with Stephen Daitz, widely recognized as the maven of the "restored pronunciation" of ancient Greek. He was a formidable scholar who, among other accomplishments, edited Euripides' Hecuba for the Teubner Press and recorded both Iliad and Odyssey entire in ancient Greek. Over the course of twelve years, every Saturday morning September-June, we read the Iliad and Odyssey, as well as the tragedies Antigone and Hecuba, front to back, aloud, in their own language. Like all the great ones, Professor Daitz preferred chasing his interests and taking others along for the ride. I lived four subway stops from his front door; if you want a reason to move to New York City, there's one. Texts were exhaustively analyzed along with the language in which they were written, and no one was in a hurry. Before his death, Professor Daitz delegated me to keep it alive, and I have done my best. Twice a week I delve into Aeschylus, Plato, Homer, Thucydides et al with a group of advanced readers, including a few millionaires who got tired of making money. Would-be recruits for the corporate wars might ponder this when weighing what is "practical" against the lure of humanitas. Why not find time for both?

Latin

Why Latin? For one thing, 40=60 percent of English vocabulary is Latin-based, including the words sixty, percent, English, vocabulary, Latin, based, including and sentence in the sentence you are reading. A grasp of Latin is a skeleton key to the meaning of English words, especially when reinforced by the related study of etymology. The rigors of Latin grammar and vocabulary train the faculties of logical thinking and memory. But the real payoff, if you like the finer things of life, is the unsurpassed brilliance of Latin literature. Latin is by nature terse and precise, and every word in a poem by Catullus or Horace is in its proper place. It is small wonder that so many Latin one-liners and mottos remain untranslated. In addition, allusions to Latin authors are found everwhere in the productions of English authors, with and without translation.

Thornton-Donovan offers Latin at any level desired. Emphasis falls on reading and pronunciation rather than on endless memory drills, which are usually confined to a "warmup" before each class, workbook exercises and "gimme" sections of tests. One secret of aquiring any skill is slow acceleration, and Latin is no exception to the rule. The beginning text is Latin via Ovid, which presents tales from Ovid's Metamorphoses in graduated prose with a view to

grammatical topics. Students read connected prose from the second or third session, which follows a grounding in the basic rules of the language. The method is based on sight reading bolstered by analysis of sentence patterns.

Although Latin is no longer spoken outside of its nachleben in daughter languages, linguistic detective work and passages from Latin authors have revealed a great deal about the sound of the Roman tongue. All the prose and poetry covered is read aloud. Depending on interest, I phase in unedited Latin at an early stage. Which inflected forms can you identify and how did you spot them? I offer a lot of encouragement here, since in this kind of exercise mistakes can be more instructive than correct answers in what one might call the "peripheral vision of language."

Also available to any student of Latin, the oral reading competition sponsored by the New York City Classics Club. This annual event is held in early April, and in past years beginning and intermediate students at Thornton Donovan have enjoyed considerable success. The National Latin exam, geared to the first four years of Latin, offers another chance at kudos. No promises, but the precedents are there.

This course description puts a lot in play, but think of it as a menu. Within limits defined by the rudiments of Latin, the class places orders based on its tastes and personality. The subject is rich enough in linguistic and historical interest to accomodate quite a range of preference.

Goatsong: A Survey of Tragedy

"Goatsong" is the literal translation of the Greek *tragoidia*, whence our word "tragedy." This word is widely used and misused, e.g. "a tragic accident." Properly understood, The word "tragedy" can never be replaced with the word "accident": each event in a properly realized tragedy follows inexorably from the event preceding, while the series begins not with a coincidence but a stroke of fate (Aristotle, *Poetics*).

Another problem with "tragedy" as a literary term, it attaches itself to plays conceptually far different from one another. The problem of genre will be one feature of this course since it leads to greater understanding of several art forms called "tragedy." We will begin with Greek tragedy, the source, and segue to Roman tragedy, English tragedy, and finally modern tragedy. Here is a tentative list:

Aeschylus, *Agamemnon*	William Shakespeare, *Macbeth*
Sophocles, *Oedipus the King*	John Webster, *The Duchess of Malfi*
Euripides, *Bakkhai*	Henrik Ibsen, *Hedda Gabler*
Seneca, *Thyestes*	Lillian Hellman, *Another Part of the Forest*

I will supplement the written word with visual genres, particularly film, as time allows. Not to take on about myself, but tragedy was my academic specialty and I wrote my dissertation on *Bakkhai*. In other words, I'm a fan. If you want to sample some of the finer things of life and receive an English credit besides, check this one out.

Shown above, a tragic mask fashioned by a contemporary sculptor. All actors on the ancient Greek stage performed masked.

Skyscraper National Park: The Best of the Tallest

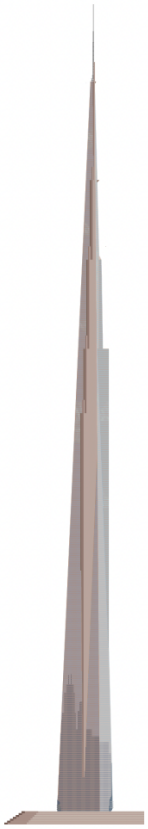
Our story begins with orchids and lilies. The English aristocracy, drunk on empire, developed a taste for exotic plants that would not grow in the dismal British climate. British engineers developed a new kind of structure called a greenhouse a.k.a. conservatory. The greenhouse was built from iron stanchions prefabricated offsite, their interstices spanned by glass panes that trapped the sun's rays. Nobody said a greenhouse had to be beautiful by architectural standards; it was purely functional. But some conservatories were impressive and attractive in their way and generated considerable buzz.

Meanwhile Europe was falling apart. The ideas of Malthus and Marx flourished —impossible to feed everyone, inevitable class warfare. English royals believed a rising tide would lift all boats and planned an international trade fair. A contest was held for a pavilion to house this extravaganza. The competition was won by a designer of greenhouses, Joseph Paxton, whose barrel-vaulted design became what we would now call an icon.

Railroads were also spinning their webs across Europe and America. Fast forward to train sheds, bridges. Monet painted the Gare St. Lazare. Georgia O'Keefe painted the Brooklyn Bridge and Hart Crane sang its praises in his Jazz-Age poetry. As I jump around in time, a fire levelled the lakefront of Chicago during an economic boom and the commercial district had to be rebuilt fast. Speed of construction is another advantage offered by metal-frame architecture.

Voila, the modern skyscraper.

Shown at right, the "Mile-High Skyscraper," project by Frank Lloyd Wright. Though never built, it effectively shows that "the sky's the limit."



Spanish Architecture: The Moderns

This course will focus on the works of the Spanish modern architects, Antonin Gaudí and Santiago Calatrava. Calatrava is of particular interest to New Yorkers, since he designed two post-9/11buildings (The Transportation Hub and Greek Orthodox church) at, respectively, the eastern and southern edges of "Ground Zero." Antonin Gaudi needs no introduction, but his unbuilt "Hotel Attraction" for lower Manhattan is not well known. Time permitting, I will also fold in a topic on Barcelona's notorious Modelo Prison, now demolished, an architectural experiment in enlightened penology that turned into one of the most brutal prisons in Europe. Spain's last execution by garrotte, botched, was carried out there at the order of the fascist dictator Francisco Franco. Shown above, "extraterrestial" chimneys located on the roof of Antonin Gaudí's Casa Batló, Barcelona.



Spellbound in Darkness: the Unquiet Arts of Expressionism and Noir





Expressionist art and film noir are seldom studied together, but they should be. Both have deep roots in the artistic and political history of the twentieth century. Both validate the experience of disturbed and marginal sensibilities. Both emerge against a backdrop of two world wars, conflicts of unimaginable magnitude, and both adumbrate greatcatastrophes looming in the near future.

The range of styles now known as "Expressionism" peaked after WWI in Germany and flourished both in painting and film. Simply put, wexpressionism depicts not objective reality, but the psyche of a talented and often troubled artist. Ludwig Kirchner's "Winter landscape by Moonlight," above left, epitomizes the genre. Although hot hues of red, yellow, orange and magenta are not found in the deep cold of winter mountains under a full. moon, they brillliantly project high fever and extreme emotional stress onto the blue-white snow and inky green pines, also depicted with the skill of a talented painter. The result is a powerful amalgam of imagination and reality demanding the viewer's participation and empathy. German Filmmakers were quick to adapt expressionist painting techniques to movies, partly because the costs of "realistic" filming were high and stylized, abstract sets could be knocked together quickly and cheaply in empty warehouses and vacant lots, both of which abounded in Berlin during the postwar years of hyperinflation and poverty.

By the early nineteen-thirties, expressionist painters and film directors were targeted by the surging regime of Adolf Hitler, who expected d artists working in whatever medium to crank out wholesome propaganda for mass consumption. The landmark "Degenerate Art Show" dates from this period, along with an exodus of German directors to Hollywood USA, where they adapted expressionist film techniques to American movies and rode a wave of popular fascination with gangsters and tough-guy detectives. The genre known as "film noir" was named on analogy with "roman noir," a French term for an American detective novel. Radically contrasted bright light and deep shadow, shown in the still shot of Humphrey Bogart at upper right, exemplify the "noir look" in film. Bogart and other actors like James Cagney, Edward G. Roibinson, Sidney Greenstreet and Peter Lorre owe their stardom in large part to film noir, which also spun off the (unfairly-neglected) genre known as "B movies." The preceding remarks are simplified and illustrations reduced to fit on this page. We'll put flesh on the bones during the course of the year. Spellbound in darkness will, of course, have a visual emphasis, via screenings and powerpoint presentations. I believe anyone with an interest in painting, grapihic arts and film will enjoy this offering.

The Odyssey and its Worlds



The banner event of this cinematic year has to be Christopher Nolan's Odyssey. Take it or leave it, the film is a stunning creation, but it bears little resemblance to the ancient epic poem of the same name. The timing seems right for a course in the Odyssey of Homer, though no one knows who he was, she was or they were, or how, for that matter, a cycle of epic poems orally transmitted over centuries came to be written down.

But there it is. Many have called Homer's Odyssey the first novel. Speaking as one who has read it twice complete in its own language under the aegis of consummate scholars of Greek, I venture the opinion that Odyssey is not only the first novel but still one of the best novels.

The Odyssey is a nostos, a homecoming, and tells the story of a father and son who grow up in a hurry under conditions of extreme danger. Both have come to believe they are powerless but find out differently when tested. This all happens after the epic hero, Odysseus, has survived seven years wandering in a world of magical perils and three more years as the captive of a singing witch. I forgot to mention the cagey lady Penelope, wife and mother, who has dire problems of her own--a houseful of creeps who want to marry her, steal the vast wealth of her absent husband and murder her son.

The story is ingeniously plotted, but the plot is often misunderstood for reasons this course will make clear. More significantly, the story brings lost worlds to vivid life. If you want a taste of something fine and an English credit for lagniappe, check this one out.

Mrs. Marciandi

Spanish & Portuguese Gastronomy

Food, Culture & Tradition is a course that explores the food traditions of Spain and Portugal as a gateway to understanding the history, geography, culture, identity, and daily life of the Iberian Peninsula.

Food is more than nourishment: it reflects society's history, geography, traditions, beliefs, relationships, and cultural identity. Throughout the course, students will examine how ingredients, dishes, cooking methods, and eating habits have developed over time and how they continue to shape contemporary Spanish and Portuguese culture.

In the course's core reference text, students will study selected sections related to regional cuisines, traditional dishes, ingredients, culinary techniques, food customs, celebrations, and historical influences. The course is organized thematically rather than as a chapter-by-chapter study of the textbook. Students will explore both countries individually and comparatively, identifying similarities and differences between Spanish and Portuguese food cultures.

Particular attention will be given to the relationship between food and place, food and history, food and family, food and celebration, and food and identity.

Through discussion, research, presentations, written assignments and selected hands-on activities, students will develop cultural awareness, critical thinking, communication and research skills.

The course is not intended to be a traditional cooking class. Rather, cooking and food-related activities will be used, when appropriate, as experiential tools to deepen students' understanding of cultural traditions and practices.

6th Grade Social Studies

This year, students will begin a journey through the history, geography, cultures, and societies of the world. Using Social Studies: The World – Volume 1 by Scott Foresman as our core textbook, students will explore how people and civilizations have developed, adapted to their environments, interacted with one another, and shaped the world in which we live today.

Social Studies is more than the study of dates, places, and historical figures. It is an opportunity to understand how and why societies change, how geography influences human life, how cultures develop, and how people and ideas move across time and place.

Throughout the course, students will examine different civilizations and cultures while developing the skills of historians and geographers. They will learn to read and interpret maps, analyze primary and secondary sources, examine historical evidence, identify cause-and-effect relationships, compare societies, and communicate their ideas clearly.

Students will be encouraged to ask questions, investigate evidence, consider different perspectives, and make connections between the past and the present. Through class discussions, research activities, projects, presentations, document analysis, and collaborative learning, students will develop both their knowledge of the world and their ability to think critically about it.

The course will also emphasize cultural understanding and respect. Students will have opportunities to explore the similarities and differences among societies and to recognize the many ways in which geography, history, beliefs, traditions, government, economics, and technology influence human communities.

By the end of the year, students should understand that history is not simply a collection of events from the past. It is a story of people, choices, interactions, challenges, and ideas that continue to influence our world today.

6th Grade Italian

The main purpose of the program is to help students develop basic Italian language skills and gradually gain greater confidence and independence in communicating in everyday and school contexts.
The teaching approach will be mainly communicative, practical, and inclusive, with particular attention to listening, speaking, reading, and writing. Activities will be adapted to students' individual needs and starting levels and will include visual materials, simplified texts, guided activities, games, pair and group work, and real-life communication situations.

The program will also support students' integration into the school community, encouraging participation, interaction with classmates, and the gradual development of the language skills necessary to access the different areas of the school curriculum.

Students' progress will be monitored throughout the year through observation, formative and summative assessments, considering not only the achievement of the planned objectives but also individual progress from the starting level.

7th Grade Italian

The program is to consolidate previously acquired language skills and progressively develop students' ability to communicate with greater confidence, accuracy, and independence. Attention will be given to expanding vocabulary, improving grammatical accuracy, and developing listening, speaking, reading, and writing skills.

The program will focus on topics that are relevant to students' age and interests, while also introducing language structures and vocabulary that support their academic and social development. Students will be encouraged to express opinions, describe experiences, interact in everyday situations, and understand increasingly more complex texts.

A communicative, interactive and inclusive approach will be adopted, with activities involving pair and group work, role play, discussions, reading comprehension, guided writing and multimedia resources.

High School Italian
-Italian I/Honors/AP

Italiano 1 is an introductory course designed for students with little or no previous knowledge of Italian. The course develops the four basic language skills—listening, speaking, reading, and writing—while introducing students to Italian culture and everyday life.
Students will learn to communicate in familiar situations, understand basic spoken and written Italian, and develop a foundation in grammar and vocabulary. Cultural exploration will be integrated throughout the course through authentic materials, music, food, traditions, geography, and aspects of contemporary Italian life.

Italian Honors is a full-year course designed for English-speaking students who have completed introductory Italian courses and possess an intermediate level of proficiency.

The course emphasizes the development of listening, speaking, reading, and writing skills while providing students with a deeper understanding of Italian culture, history, literature, cinema, and contemporary society.

Because this is an Honors-level course, students will be expected to work with authentic Italian materials, participate actively in discussions, demonstrate increasing independence, and engage in critical analysis and research. Students will be encouraged to use Italian as the primary language of communication in the classroom. Italian Honors is designed not simply as a language course, but as an exploration of Italy through language. Through literature, history, film, current events, and authentic cultural materials, students will develop the linguistic skills necessary to communicate effectively while gaining a deeper understanding of the diversity and complexity of Italian-speaking communities.

The AP Italian Language and Culture course is designed to develop students' proficiency in Italian through the study of language, culture, communication, and authentic materials. The course prepares students for the AP Italian Language and Culture Exam while encouraging students to use Italian in meaningful interpersonal, interpretive, and presentational contexts.

Students will develop their ability to understand authentic spoken and written Italian, communicate effectively, express and support opinions, make cultural comparisons, and discuss a variety of contemporary and cultural topics.

The course will integrate language and culture throughout the year and will make regular use of authentic resources such as articles, interviews, videos, podcasts, literary excerpts, advertisements, artwork, and other cultural materials.

Ms. McIe

6th Grade Physical Sciences

Science 6 provides a foundation to the physical properties of the universe. Students will explore fundamental concepts of matter and measurement, energy, physics, geology, astronomy, and more. Regular lab sessions supplement course topics and introduce essential lab skills, the scientific method, and experimental design.

7th Grade Life Sciences

Science 7 emphasizes concepts in biology and ecology, including the organization of living structures and life processes and the relationship between living things and their environments. Introduction to microscopy is a core component of the Science 7 lab curriculum.

The Science 7 class will also be TD's Billion Oyster Project ambassadors. On a monthly basis, students will travel to TD's Oyster Research Station located at SUNY Maritime College for oyster monitoring and data collection in the field. Students will learn to measure and record the health of our oysters, identify the other species of organisms that appear in the ecosystem, and track water quality. Corresponding classroom lessons explore topics in marine biodiversity, anatomy and physiology of bivalves, and freshwater reef ecology. Students will also learn to create an Oyster Research Tank in the classroom to house TD's own oysters while learning about ammonia production and the nitrogen cycle, the engineering of a biofilter, pH, and salinity.
All Science 7 students will participate in the year-end Billion Oyster Project symposium located on Governors Island.

AP Chemistry

Unit 1: Atomic Structure and Properties
Unit 2: Compound Structure and Properties
Unit 3: Properties of Substances and Mixtures
Unit 4: Chemical Reactions
Unit 5: Kinetics
Unit 6: Thermochemistry
Unit 7: Equilibrium
Unit 8: Acids and Bases
Unit 9: Thermodynamics and Electrochemistry

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics like atomic and molecular structure, chemical reactions, kinetics, equilibrium, and thermodynamics.

Students who have taken general chemistry during the school year or over the summer are welcome to enroll in AP Chemistry. Students should have completed or be enrolled concurrently in Algebra II/Trig.

Environmental Science: Iona Link Course

This course is offered in conjunction with Iona University for college credit. The following is an excerpt from Iona University's course catalog for Environmental Science I:

"This course will provide students with the underlying science behind common environmental issues and give insight into the way that the science is applied in the environmental movement and the general public. The course will give an overview of issues such as climate change, energy use, pollution, habitat loss, and water relations. The laboratory will introduce students to field and laboratory exercises that are commonly used by environmental scientists to collect and analyze data."

Our course curriculum will closely follow that of Iona University's, with added content unique to TD. We will spend quite a bit of time outside both on our campus and off, and we will work with our lower school students periodically as they take on this year's new agriculture program.

Biology

General biology is open to students in grades 8-12. The course will begin with an overview of "chemistry of life," and gradually work our way more macroscopic. We will discuss cell structure and function, cellular energetics and important processes like photosynthesis and cellular respiration, the cell cycle and cell division, and DNA replication and protein synthesis. We will cover genetics and heredity, evolution and natural selection, ecology and introductory concepts of environmental biology.

Anatomy

This is a 1/2 credit course open to students who have taken at least one prior biology class. It is designed to introduce the anatomy of major body systems (systemic anatomy) and major body regions (regional anatomy) and their associated physiologies. We will cover both gross anatomy and histology. This course will only meet on Mondays.

Mr. Samateh

AP English Language and Composition

This course is designed to advance students' English language and composition skills to college level. The course will focus on:

Reading — Through practice in class and assignments, students will learn to identify and describe a writer's rhetoric situation, identify and explain claims and evidence in a text, recognize and explain reasoning and organization of a writer's ideas, and identify and explain the rhetorical style.

Writing — Though practice in class and assignments, students will learn to write in a given rhetorical situation, provide claims and evidence for their arguments, demonstrate cogent and coherent reasoning and organizations, and employ effective rhetorical style to advance an argument.

Preparing for AP Exam
The course work will be modeled on AP exam:

Section	Type of Question	Number of questions	Exam Weighting	Time
I	**Multiple-choice questions**	**45**	**45%**	**60 mins.**
	Reading Questions	23 – 25		
	Writing questions	20 – 22		
II	**Free-response questions**	**3**	**55%**	**2 hrs 15 mins.**
	Question 1: Synthesis (6 points)			40 mins.
	Question 2: Rhetorical Analysis (6 points)			40 mins.
	Question 3: Argument (6 points)			40 mins.

The exam assesses the following big ideas for the course:
Rhetorical situation
Claims and evidence
Reasoning and Organization
Style

Reading Materials:
The course materials will be:
(a) Barron's AP English & Composition
(b) The Princeton Review AP English & Composition
Barron's 1100 Words You Need to Know, 8th edition
Supplementary informational texts that are relevant to AP studies

British Literature

This course is aimed at building on students' skills in reading, writing, speaking, and critical thinking. In studying literature and informational texts, the class will focus on the following core areas:

Reading — Students will explore various genres of British literature, including novels, short stories, drama, poetry, and essays. They will engage in close reading, analyzing themes and characters, and identifying literary devices. They will also study informational texts to buttress their reading comprehension.

Writing — To demonstrate their knowledge of the texts they study, students will write essays on themes and characters. They are required to provide strong textual evidence that support their claims. In addition to writing on literature, they will write narrative, informative, and argumentative essays to sharpen their writing skills as well as their critical thinking.
Speaking and Listening — Students will engage in speaking and listening during class discussions and presentations.

Language and Grammar — Students will be challenged to use appropriate academic vocabulary, proper grammar, and proper sentence structures, especially in writing, that are at or above grade level.

Texts to Study

Novels —
1. Pride and Prejudice by Jane Austen
2. Middlemarch by George Eliot
3. A Tale of Two Cities by Charles Dickens
4. A Passage to India by E. M. Foster

Drama —
1. Hamlet by William Shakespeare
2. King Lear by William Shakespeare
3. The Importance of Being Ernest by Oscar Wilde
4, Childe Harold's Pilgrimage" by Lord Byron
5. "Ozymandias" by Percy Bysshe Shelley
6. "Ode: Intimations of Immortality for Recollections of Early Childhood" by W. Wordsworth
7. "The World Is Too Much With US" by William Wordsworth
8. "The Second Coming" by W. B. Yeats

Essays or Short stories —
1. "A Modest Proposal" By Jonathan Swift

American Literature

This course is aimed at building on students' skills in reading, writing, speaking, and critical thinking. In studying literature and informational texts, the class will focus on the following core areas:
Reading — Students will explore various genres of American literature, including novels, short stories, drama, poetry, and essays. They will engage in close reading, analyzing themes and characters, and identifying literary devices. They will also study informational texts to buttress their reading comprehension.

Writing — To demonstrate their knowledge of the texts they study, students will write essays on themes and characters. They are required to provide strong textual evidence that support their claims. In addition to writing on literature, they will write narrative, informative, and argumentative essays to sharpen their writing skills as well as their critical thinking.
Speaking and Listening — Students will engage in speaking and listening during class discussions and presentations.

Language and Grammar — Students will be challenged to use appropriate academic vocabulary, proper grammar, and proper sentence structures, especially in writing, that are at or above grade level.

Texts to Study

Novels —
The Scarlet Letter by Nathaniel Hawthorne
The Underground Railroad by Colson Whitehead
Cold Mountain by Charles Frazier
The Age of Innocence by Edith Wharton
The Great Gatsby by F. Scot Fitzgerald
Grapes of Wrath by John Steinbeck

Drama —
The Crucible by Arthur Miller
A Raisin in the Sun by Lorraine Hansberry
The American Son by Christopher Demos-Brown

Poetry —
“The Raven” (1845) by Edgar Allen Poe
“A Psalm of Life” (1838) by Henry Wadsworth Longfellow
“The New Colossus” (1883) by Emma Lazarus
“Middle Passage” (1962) by Robert Hayden
“Miracles” (1856) by Walt Whitman
“Crossing Brooklyn Ferry” (1856) by Walt Whitman
“O Captain! My Captain (1856) by Walt Whitman
“The Waste Land” (1922) by T. S. Eliot
“Howl” (1956) by Allen Ginsberg
"Ballad of Birmingham” (1968) by Dudley Randall

Essays or Short stories —
“A City on A Hill Speech” or “A Model of Christian Charity” 1630 by John Winthrop
“The Declaration of Independence” by Thomas Jefferson
“A Letter from a Birmingham Jail” by Dr. Martin Luther King

English 10

This course is aimed at enhancing students’ skills in reading, writing, speaking, and critical thinking. In studying literature and informational texts, the class will focus on the following core areas:
Reading — Students will explore various genres, including novels, short stories, drama, poetry, and essays from different literary periods and settings. They will engage in close reading, analyzing themes and characters, and identifying literary devices. They will also study informational texts to buttress their reading comprehension.

Writing — To demonstrate their knowledge of the texts they study, students will write essays on themes and characters. They are required to provide strong textual evidence that support their claims. In addition to writing on literature, they will write narrative, informative, and argumentative essays to sharpen their writing skills as well as their critical thinking.
Speaking and Listening — Students will engage in speaking and listening during class discussions and presentations.

Language and Grammar — Students will be challenged to use appropriate academic vocabulary, proper grammar, and proper sentence structures, especially in writing, that are at or above grade level.

Texts to Study

Novels —
All Quiet on the Western Front by Erich Maria Remarque
My Antonia by Will Cather

The Good Earth boy Pearl S. Buck
Homecoming by Yaa Gyasi

Drama —
Julius Caesar by William Shakespeare
Macbeth by William Shakespeare
The Greek tragedy The Three Theban Plays by Sophocles:
(i) Antigone
(ii) Oedipus Rex
(iii) Oedipus at Colonus

Poetry —
The Iliad by Homer
"Dear Future Generations: Sorry" (2015) by Prince Ea (Richard Williams)

Essays or Short stories —

Nonfiction —
The Immortal Life of Henrietta Lacks by Rebecca Skloot

English 9

This course is aimed at building students' foundational skills in reading, writing, speaking, and critical thinking. In studying literature and informational texts, the class will focus on the following core areas:

Reading — Students will explore various genres, including novels, short stories, drama, poetry, and essays from different literary periods and settings. They will engage in close reading, analyzing themes and characters, and identifying literary devices. They will also study informational texts to buttress their reading comprehension.

Writing — To demonstrate their knowledge of the texts they study, students will write essays on themes and characters. They are required to provide strong textual evidence that support their claims. In addition to writing on literature, they will write narrative, informative, and argumentative essays to sharpen their writing skills as well as their critical thinking.
Speaking and Listening — Students will engage in speaking and listening during class discussions and presentations.

Language and Grammar — Students will be challenged to use appropriate academic vocabulary, proper grammar, and proper sentence structures, especially in writing, that are at or above grade level.

Texts to Study

Novels —
(1) Frankenstein by Mary Shelley
(2) Great Expectations by Charles Dickens
(3) Nineteen Eighty-four by George Orwell
(4) Things Fall Apart by Chinua Achebe

Drama —
(1) Romeo and Juliet by William Shakespeare
(5) Much Ado About Nothing by William Shakespeare
(6) The Greek tragedy The Oresteia by Aeschylus:

(i) Agamemnon
(ii) Libation Bearers
(iii) Eumenides

Poetry —
(1) The Iliad by Homer
(7) “The Hill We Climb” (2021) by Amanda Gorman

Essays or Short stories —
Nonfiction —

(1) Man’s Search for Meaning by Viktor Frankl

Mrs. Vasendin

Math 6

This class is designed to cover all the 6th grade math standards and prepare the students for 7th grade Pre-Algebra 1 math.
Math 6 Units
Unit 1 – Whole numbers
Unit 2 – Decimals and metric units
Unit 3 – Multiplication: whole numbers and decimals
Unit 4 – Division: whole numbers and decimals
Unit 5 -Data, graphs, and statistics
Unit 6 – Fractions and customary units
Unit 7–Addition and subtraction of fractions and mixed numbers
Unit 8–Multiplication and division of fractions and mixed numbers
Unit 9 - Geometry
Unit 10 – Ratio, proportion, and percent
Unit 11 – Using percent
Unit 12 – Integers
Unit 13 – Measurement
Unit 14 – Perimeter, area, and volume
Unit 15 – Probability
Unit 16 – Introduction to algebra

Math 7 Pre-Algebra 1

This class is designed to cover all the 7th grade Pre-Algebra 1 math standards and prepare the students for 8th grade Pre-Algebra 2 math.

Math 7 Units
Unit 1 - Integers
Unit 2 - Rational Numbers
Unit 3 - Expressions and Equations
Unit 4 - Proportional Relationships
Unit 5 - Percent
Unit 6 - Inequalities
Unit 7 - Angles and Triangles
Unit 8 - Circles, Area, Volume
Unit 9 - Statistics
Unit 10 - Probability
Unit 11 - Review for Final

Math 8 Pre-Algebra 2

This class is designed to cover all the 8th grade Pre-Algebra 2 math standards and prepare the students for 9th grade Algebra 1 math.
Pre-Algebra 2 Units
Unit 1 – Introduction to algebra
Unit 2 – The decimal system
Unit 3 – Positive and negative numbers
Unit 4 – Rational numbers
Unit 5 – Equations and inequalities
Unit 6 - Geometry
Unit 7 – Ratio, proportion, and percent
Unit 8 – The coordinate plane

Unit 9 - Area and volumes
Unit 10 – Square roots and right triangles
Unit 11 – Probability
Unit 12 – Statistics
Unit 13 - Review for the final exam.

Math 10 Plane Geometry

This class is designed to cover all the 10th grade Plane Geometry math standards and prepare the students for 11th grade Algebra 3 math.
Plane Geometry Units
Unit 1 – Introducing geometry
Unit 2 – Triangle congruence and inequalities
Unit 3 – Perpendicular and parallel lines, angle sums
Unit 4 – Quadrilaterals
Unit 5 – Similarity, special triangles
Unit 6 – Trigonometry of the right triangle
Unit 7 – Coordinate geometry
Unit 8 – Quadratic equations
Unit 9 – Locus with and without coordinate geometry
Unit 10 –-Transformation geometry and coordinates
Unit 11- Review for the final exam

Russian Language

This class is open to 6 through 12 grades depending on their ability. It is designed for beginners and for students who have already learned the fundamentals of Russian language.

Higher level students work on comprehension of the language as well as improving in grammar, reading, writing, and speaking skills. More advanced students further master the language via continued grammar, reading, writing, and speaking. All students engage in learning about famous Russian people, writers, and artists. This course integrates culture, geography, art, and cuisine of Russia.

Mr. Weinberger

The scope of this year's Music Course will be guided, predominantly, through the votes of our class. Your skills, interests, and abilities will be the determining factors.
Some parts of the school year will benefit from investigating different interests simultaneously while other periods of time will involve whole class participation.

Here is a "MENU" of offerings:

MUSIC STUDIES I SUGGEST:

exploring the roots/history of rock/jazz/blues/reggae

listen and examine classical masterpieces by learning basic theory to then be able to better understand all music

Foley artists (putting the sound effects to films... we would use silent movies or examples suggested in class)

traditional music theory - not AP level, but a foundation for those wishing a deeper understanding for performing, composing, or analyzing

musical theater - perhaps original scenes (or a play) composed in class

recorder ensemble

Orff percussion ensemble (xylophones, glockenspiel, metallophone) + non pitched

chorus: other cultures, historic sings, Americana

drumming - bucket, hand drums,

clarinet/saxophone ensemble (requires rental instruments)

woodwind ensemble (clarinet, saxophone, flute, trumpet, percussion) - would require a strong consensus (and rental instruments)

rock band - prerequisite: basic performance skills

traditional composition, including pentatonic improvisation