

## TUESDAY COURSE OFFERINGS (2023-2024)

**WRITING I:** This course utilizes the award-winning Institute for Excellence in Writing Level B curriculum. IEW's innovative program teaches writing through note-taking and clearly presented stylistic techniques. The step-by-step writing process and unambiguous grading system help mitigate the intimidation many students feel when faced with a blank page. Although the students begin the year by rewriting simple passages, they will move on to research reports and creative writing assignments as the year progresses. Along the way, they will learn grammar and practice using literary devices such as alliteration and onomatopoeia. Students should plan on 2-3 hours of work per week and assignments must be typed (parents may help with this) and handed in during class, not by e-mail. The instructor will grade assignments and return them to students weekly, and completing suggested revisions will comprise part of the weekly homework assignment. All students are required to create an end-of-year binder to showcase their work. Materials: \$35.00 (\$29 per student for the required IEW binder and \$6 for copies) *Taught by Sheri Harrington*

**WRITING 1 PLUS:** Many middle school students benefit from the shoring up of skills learned in Writing I before attempting the more rigorous writing of our advanced courses. This transitional class is also ideal for younger students who have successfully completed Writing I but who have not yet met the minimum grade requirement for Writing 2, or for those needing encouragement in working more independently on their at-home assignments. Revolving around a U.S. History theme, assignments will progress through the same stylistic techniques learned in Writing I, with increased attention given to decorations, grammar, punctuation, vocabulary, and citations. At the end of the year, students will take all that they have learned to delve into an independent research report on a figure of their choice. Simultaneously, they will read a short, easy novel in preparation for the unit 9 critique. Plan on 2-3 paragraphs of writing per week, as well as worksheets on advanced topics. All writing assignments must be typed and must be handed in at the start of each class, not by e mail. All students are required to create an end-of -year binder to showcase their work. **Prerequisite:** successful completion of Writing I and/or permission of instructor. Materials: \$45.00 (\$35.00 IEW book and \$10.00 copies)*Taught by Sheri Harrington*

*A question about the writing classes: How do you decide in which class to enroll your students if they've taken one of them already? Writing is a process, and we never come to the place where we have learned it all. All the way through school we're going back to writing words and sentences, paragraphs and papers. If your students completed a level well and were able to be nearly independent and do the assignments fairly easily, they probably are ready to move to the next level. However, they will receive much more benefit from taking a class they've already taken and becoming more competent than by taking one for which they are not ready. Even though they are enrolled in the same class, they will definitely be working at a higher level. Students will often remain in the same level to more fully practice the concepts, achieving greater mastery. Think of it...students in school are taking composition courses every year or almost every year. At GCT they are taking the classes at different levels also, even though they may technically be in the same class two years in a row. Tutors are happy to help you decide on the correct level. What are the options if my student isn't really ready to move up a level? You should not see this as a failure to learn, but as the need to benefit from cycling through the skills again. They could repeat the same level – many of our students have done that, with great success. But you could also practice with them the things they've learned in order to become more comfortable, perhaps using one of the theme-based books sold by Excellence in Writing. For more information about our writing courses and other options for completing at home, check out [www.excellenceinwriting.com](http://www.excellenceinwriting.com).*

**WRITING 2:** This class reviews all the basic Excellence in Writing techniques learned in Writing I and adds more advanced stylistic devices, while also putting more emphasis on the cohesiveness, clarity, and content of the student's writing. While those who think clearly are also strong writers, it is also true that learning to write clearly leads to stronger thinking skills. Working more on content and organization than in

Writing 1, students will write a variety of kinds of essays: a biography, narrative, argument, critique, and a 12-paragraph research paper step by step, learning the skills of choosing and limiting topics and sources, organizing outlines, integrating quotations, and citing properly. Also adding to the style toolbox, students spend time analyzing and imitating famous authors, writing descriptively from pictures using imagery and figurative language, and learning the structural forms and language of poetry. For creative writing and practice in figurative language, students work all year on an anthology of their own original poetry. **Prerequisite:** Students must have successfully completed Writing I or its equivalent. Feel free to speak with tutor to determine level. It is very acceptable for students to repeat a level of writing. Because they cycle through sentences, paragraphs, and papers in composition classes, they will be taking it at a higher level for mastery (thus counting as a second year on a transcript also). Grammar is taught contextually, which means it is more likely to be learned well; if students are weak in grammar, a review of a basic grammar handbook would be valuable. Students should have a sturdy 2-3 inch binder with dividers. Copies: \$25.00. *Taught by Julie Shorey*

**WRITING 3:** Using several *Excellence in Writing* advanced materials – *Student Writing Continuation C* and *The Advanced Communication Series* – this course reviews the basic IEW units and stylistic techniques, but then quickly goes beyond, as content and organization, research and academic writing are the emphasis. Also added are some challenging and fun elements: an interview essay rather than a biography, imitating some of the great authors, a short persuasive speech at the end, also including roots, some advanced stylistic techniques, descriptive writing, expanded essays, summarizing, quotations and citations, the art of persuasion including letters to the editor, advanced note-taking techniques, college application essays, and a little fun with common grammatical mistakes. We spend most of the second quarter completing one short term paper while working individually on the various parts of an essay: forming thesis statements, types of introductions, effective support, and powerful conclusions. Students apply what they've learned by writing a 6-8 page paper during the third quarter, after being set free from the IEW checklist, learning skills they can easily apply to writing longer papers in college. Because of the class size, lots of individual attention is possible. Students should plan on a *little* more work than Writing 2, and should have successfully completed level 2 or its equivalent. Assignments can easily be integrated with work in other classes. Students leave this class feeling confident that they can handle college level writing, and we will be doing work that will also prepare students for the CLEP test, if they wish to get some college credit that way. Each student should also have a loose leaf binder with dividers, two-inch or larger. Materials: \$25. *Taught by Julie Shorey.*

**PUBLIC SPEAKING:** “Children who are required to speak publicly at a young age grow into teenagers that are less intimidated by public speaking than those with no experience.” Jeff Myers. Regardless of our natural tendencies, at some point, everyone has to speak in public, whether on a one-on-one basis, or before a group. It's important to give our kids the gift of being well-equipped to thrive in various situations (job interviews, making friends and managing social situations, presenting a project report in school or work, etc.). The best way to become comfortable speaking in public is...well...to begin to speak in public. In this class, students learn to *notice* fear and to act anyway. If your student suffers from anxiety, I encourage you to add this class to the plan. Students will gain experience with three types of speech styles; interpretive, impromptu and platform speaking. During the first semester, the class will build their skills through games and memorizing poetry and literature for a December presentation. In the second semester, students will also create and memorize a 2-10 minute speech on a topic of their choice. They will deliver these at the presentation evening in April. Advanced students will also be asked to step into a coaching role for their beginner classmates, improving their own skills in the process. Why combine Beginning and Advanced Public Speaking classes? Because each student is working on improving the same skill to their

best ability. We've found that this is the best model to create an encouraging environment. They learn to work to their best ability and to understand that their best will be different from that of their classmates. Each student works to move past a fear of public speaking or to refine a natural interest in public speaking. They will learn to give and take constructive criticism and to celebrate each other's successes in and out of class. Watch students go from apprehension and fear to enthusiasm, participation, and confidence!  
Materials: \$35.00. Offered at both 1:00 and 2:15. *Taught by Amy Gaudet*

**INTRODUCTION TO LITERATURE:** In this popular 32-week middle school class, students gain a solid understanding of the structure of literature by learning plot elements, conventional story patterns, figurative language, and common literary devices. Students are explicitly taught how to read metaphorically, how to consider each text from a biblical worldview, and how to participate in dialectical class discussions. It is currently popular in many home school middle school literature classes, both online and in person, to use double the number of books than are used in this class, to use novels that are high school level, and to force advanced analytical thinking before students have learned about the basic structure of stories. Over fifteen years of teaching students who have been through these classes and then enroll in my high school literature class has shown me that this results in students who are stuck in a literal, surface level of thinking when they encounter more rigorous texts in high school. In sharp contrast, this middle school class emphasizes reading through books at a more thoughtful pace. Using fewer novels and combining both syncretical and analytical thinking concurrently allows students to lay the groundwork in literary thinking before being forced to decipher more difficult texts. The books we use in this class are still challenging, however, as they are intentionally chosen for a mix of both older classics and modern novels, from a variety of genres, and for their text complexities, such as multiple characters and plots, symbolic elements, archaic language, non-linear time sequence, varied points of view, or parallel stories. Most weeks for homework in the first semester, students will read a portion of the book and complete work in a study guide (about 3 pages a week) as well as write one literary paragraph. Then in the second semester instead of a study guide, students are more than ready to respond in a dialectical journal where they choose meaningful quotations from the story. Required Books: Every year the class starts off with a few traditional stories from the Bible, myths, and Grimm's fairy tales, all provided by the tutor. This year the five books you should purchase are: *Tales from Shakespeare* by Charles and Mary Lamb (must be ISBN 9781441405654 or ISBN 9781853261404), *The Cay* by Theodore Taylor, *Prince Caspian* by C. S. Lewis, *Wonder* by R. J. Palacio, and *Where the Mountain Meets the Moon* by Grace Lin. It is very complicated to use library books for this class because of how long the students will need each book, so I do NOT recommend using library books, but instead recommend buying reasonable used copies from Amazon, Thrift books, or library book sales. Please note: Since many students take the Introduction to Literature class for two consecutive years during middle school, the books are rotated every other year. *Tales from Shakespeare* is used every year; however, different stories from the book are studied each year. Materials fee for copies and study guides which are all provided by the tutor \$55.00. *Taught by Allison Desautell.*

**FUNDAMENTALS OF LITERARY ANALYSIS:** This 32-week high school literary analysis class is ideal for 9th and 10<sup>th</sup> graders but is open to any high school student who has never taken a formal high school discussion-based literature class. The intent of the class is to give students a solid foundation in literary analysis which includes helping them learn to read closely and metaphorically, appreciate authorial intent while discerning secular ideologies, and view each text Biblically by considering what the book might have to say about absolute truth, even if not intended by the author. To prepare for class discussions, students will use a mix of study guides, annotation and close reading exercises, and written responses in dialectical journals, but no matter what they are using, students will be expected to provide textual evidence for their responses. Texts are intentionally chosen to expose them to a wide variety of genres from both American

and British literature and for their text complexities: multiple narrators or plots, non-linear time sequence, symbolic elements, parallel characters or stories, or archaic language. Students will start the year with a 7-week short story unit and then read several novels: *A Christmas Carol* by Charles Dickens, *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, *The Giver* by Lois Lowry, *Animal Farm* by George Orwell, *The Old Man and the Sea* by Ernest Hemingway, and *Much Ado about Nothing* by William Shakespeare. The short stories used for the first 7 weeks will be emailed to the student each week and they will be required to print most of them out. For the novels, it is recommended that you purchase a copy of each so that your student has the book when needed and can feel free to write in their book. You may purchase any UNABRIDGED edition for the required books except for *Much Ado about Nothing* which MUST be the *No Fear Shakespeare* version ISBN 9781411401013 (no exceptions for this book). Students are taught incrementally to write a variety of paragraphs and literary analysis essays so the writing in this class is not overwhelming. This class is equal to 1 full high school literature credit. Materials fee for copies and study guides which are all provided by the tutor \$55.00. *Taught by Allison Desautell.*

**BRITISH LITERATURE:** The purpose of this high school course is to familiarize students with British literature and its authors and worldviews. The literature selections for this class include such works as *Beowulf*, *Canterbury Tales*, *Sir Gawain and the Green Knight*, *The Taming of the Shrew*, *Frankenstein*, *Jekyll and Hyde*, *Jane Eyre*, and *A Tale of Two Cities*. In addition, students will analyze British poetry and end the year with a fun study of famous detective writers. Students will receive a complete list of books and materials to purchase. Students should expect 65-85 pages of reading per week, as well as study guides, dialectical journals, creative projects, presentations, and literary analysis essays. Deadlines for work will be strictly enforced. Students should also be prepared to participate in lively class discussions! REQUIRED: Be able to access my Google Classroom, a Gmail account, AND the use of Google Docs for turning in homework! This class won't work without the use of these communication outlets. All work will be submitted on Google Classroom. PREREQUISITE: It is assumed that students who take this course have successfully completed an introductory or fundamentals literature course. Copy fee: \$10.00. *Taught by Tammy Bankston*

**ADVANCED PLACEMENT ENGLISH LITERATURE/COMPOSITION ONLINE COURSE:** This class will be remote, enabling students from Attleboro and Cranston to participate together. This college level course is open to responsible 11<sup>th</sup> and 12<sup>th</sup> grade students who wish to prepare for the AP English Literature and Composition exam in May. Depending upon their scores, students can earn up to six college credits with this test. A love of literature along with proficiency in writing are a must for this course. Students should expect to work 8-10 hours per week, reading 75-100 pages along with essay writing, dialectical journals, and extensive work with poetry. Deadlines for work will be strictly enforced. Although rigorous, the class is fun. The instructor encourages enthusiastic and spirited discussions. A student who loves digging into books and chatting with others about their deeper meanings will do well. Please contact the instructor for specifics and before signing up: [tammybankston@gmail.com](mailto:tammybankston@gmail.com). A list of required texts will be provided. REQUIRED: Be able to access my Google Classroom, a Gmail account, AND the use of Google Docs for turning in homework! Class will be conducted via Google Meet. Students should have working cameras on their computers. This class won't work without the use of these communication outlets. All work will be submitted on Google Classroom. *Taught by Tammy Bankston.*

**SPANISH 1A:** This course focuses on interaction and conversational Spanish, concentrating on the four aspects of communicating: listening and speaking, writing and reading. The students will converse in Spanish using basic vocabulary to talk about their interests and the world around them. Grammar is taught to support the effort to speak and understand this language, as students

explore the various cultures of Hispanic people around the world. The class includes studies of geography, history, cultural traditions, art, music, and daily life, all from someone who has experienced it firsthand and uses that knowledge to make the language come alive in the classroom. This course works well for middle school students looking to get a head start on language or high school students who would like to work at a slower pace, breaking Spanish 1 into two years to ensure comprehension. Taking both Spanish 1A and Spanish 1B is the equivalent of one year, one credit of high school Spanish, meaning that students would still take a Spanish 2 class in order to fulfill the two-year language requirement. All teacher-made materials mean no textbook, but students will need a binder and should plan on about 3-4 hours of homework per week. Materials: \$35.00. *Taught by Mikaela Shorey.*

**SPANISH 1B:** This course is the continuation of the conversation-based Spanish 1A class. It is a communicative course that focuses on interaction to learn language effectively. The students converse in Spanish using basic vocabulary and grammar. Students will experience a continued balanced development of the four basic skills: reading and writing, listening and speaking. The content focuses on students talking about themselves and others, their likes and dislikes, feelings, giving directions, travel, food, description of where they live, and what their daily routines look like, hobbies, plans, and healthy living. Grammar concepts focus on the formation of the present tense. Students will begin to show, in oral and written form, some spontaneity and creative language use in response to an oral or written question, a situation, or a visual. This class, combined with the preceding Spanish 1A, is the equivalent of one year of high school Spanish, meaning that students would still take a Spanish 2 class in order to fulfill the two-year language requirement. (But don't be surprised if they learn to love it, and want to pursue more language years than required!). All teacher-made materials mean no textbook, but students will need a binder and should plan on about 3-4 hours of homework per week. Materials: \$35.00. *Taught by Mikaela Shorey.*

**INTERMEDIATE SPANISH (Spanish 3/4):** This course provides intense emphasis on the four skills: listening, speaking, reading, and writing. Most colleges require two or three years of foreign language study, and top schools highly recommend four years. Learning a language is about more than memorizing vocabulary and conjugating verbs. When students take intermediate and advanced levels of a language, they begin to engage with literature, conversation, and writing. Spanish is the second most common language spoken in the US, so being fluent will help students as they pursue careers in many fields, will introduce them to people, travel, and opportunities they might not have experienced otherwise. The students will continue learning vocabulary to describe their interests and activities; as well as asking for information and giving advice. They will develop listening and speaking skills by articulating current and past events in their own lives in the target language. The students will enrich their Spanish through learning to express themselves in the future tense by describing events that will take place. They will use a variety of sources to present oral reports on topics of personal interest. Reading skills will be developed by processing the content and contextual meaning of reading selections. Students will develop writing skills through a variety of real-life compositions in the target language. Students will be given opportunity to write creatively and defend their opinions. By the end of the year the students will have a strong command of the language. Students will need a binder, folder, and loose leaf paper. They should plan on about 4-5 hours of homework per week. Prerequisite: successful completion of Spanish 2 or its equivalent. Materials: \$35.00. *Taught by Mikaela Shorey*

**WORLD GEOGRAPHY AND CULTURE:** (1½ hour tutorial) Travel around the world using the *Trail Guide to World Geography* curriculum, for high school students and very mature 8th graders who could earn early high school credit! This course guides students throughout the world - continent by continent. Students will create their own geography notebooks by comparing and contrasting countries and cultures using the

required texts. Small writing assignments will include topics such as: world news, famous landmarks, wildlife, people groups, and one winter geography project. Students will also study and label maps from all over the world. During class, students will enjoy hands-on projects, foods from many cultures, guest speakers (if available), and student oral presentations. Required Materials: *Rand McNally Know Geography World Atlas - ISBN 978-0528026263*; *World Geography in Christian Perspective - Student Text with Political and Cultural Profiles, 2nd EDITION* (ABeka book); and a “Heavy Duty” 2 inch wide 3 ring binder (usually has clear plastic pocket in front). Due to the high research demands of this course, computer/printer access is required. Materials/copy fee: \$50.00. *Taught by Dana Cloutier*

**BUSINESS MATH/ACCOUNTING:** This course is an excellent option for students needing a fourth high school math and/or students wanting to become familiar with the basic forms and processes involved with running a business. Through this course, we will apply basic mathematical concepts to a variety of problems found in the business field as well as learn how to set up and use an accounting system. An understanding of accounting is not only an employable skill, it is also very useful if you are starting your own small business. Some of the topics covered in this course include debits and credits, journalizing and posting transactions, financial statements, payroll accounting and taxes. Additionally, the course wraps up by having the students use all that they have learned by working through a business simulation activity. Required Materials: Students will need a one inch 3-ring binder to hold their notes and handouts. Students will also need a calculator; the use of a phone is not allowed. Materials: \$90- includes the work-text, tests, simulation, and copies of various business forms. *Taught by Sandy Tracy*

**PRE-ALGEBRA:** (2 hour tutorial) This class will meet twice a week, allowing for more in-depth interaction with the concepts. The course requires about 45 minutes to an hour of DAILY work outside of class. There will be required summer assignments to get students warmed up for the beginning of the school year. Prerequisites: Admission into this course requires passing a readiness test administered by the instructor. If a student is not ready for this class, Fundamentals of Mathematics would be an excellent course to begin with. Topics covered in Pre-Algebra include: variables, expressions, integers, order of operation, simplifying variable expressions, solving equations, multi-step equations, inequalities, factors, greatest common factor, rules of exponents, scientific notation, equations and inequalities with rational numbers, ratios and proportions, the percent equation, percent applications, simple interest, relations and function, graphing, linear equations in two variable, slope, graphing a line in the slope-intercept form, the Pythagorean Theorem, distance and mid-point, circumference and area of circles, basic statistics. The goal of this course is to help students understand the concepts and the connections between them, to avoid the some of that frustration for students thinking they are memorizing many, many concepts. We use a variety of approaches which make the material accessible to all learning styles, building a strong foundation for high school math and science. This course is designed for middle school students who have completed their basic elementary math work (7th and 8th graders, although some 6th graders may be ready for this course). Required Materials: Pre-Algebra, by Larson, Boswell, Kanold and Stiff, published by McDougall Littell, Copyright 2005, ISBN 0618250034; a 3-ring binder with 5 dividers; lined and graph paper; a calculator that can handle trig. Functions and logarithms (I would highly recommend the Texas Instruments TI-30xs MultiView). Do not purchase a graphing calculator. The use of a phone is not allowed. Materials: \$40 – includes one year subscription to IXL, summer review assignments and practice workbook. *Taught by Sandy Tracy*

**ALGEBRA 1/HONORS ALGEBRA 1:** (2 hour tutorial) This class will meet twice a week, one hour on Tuesday and for one on Thursday. The course requires about 45 minutes to an hour of DAILY work outside of class, and can be taken at an honors level or a standard level. Required summer assignments will review

the Pre-Algebra topics in chapters 1 and 2 and we will begin the year with chapter 3. Topics covered in this class include polynomial arithmetic, factoring polynomials, transforming formulas, algebraic fractions, negative exponents and scientific notation, functions and lines, equations and graphing, systems of linear equations, inequalities, rational and irrational numbers, and quadratic function. Prerequisites: Admission into this class requires either successful completion of Pre-Algebra or passing an Algebra readiness test administered by the instructor. Students should have a good command of order of operations, evaluating simple and complex expressions, solving linear equations, problem solving process, signed number arithmetic, positive exponents, and the distributive property. Required Materials: *Algebra 1*, by Larson, Boswell, Kanold and Stiff, published by McDougall Littell, Copyright 2007, ISBN 0618594027; a 3-ring binder with 5 dividers; lined and graph paper; and a scientific calculator (I highly recommend the Texas Instruments TI-30XS MultiView). Do not purchase a graphing calculator. The use of a phone is not allowed. Material fee: \$40 – includes one year subscription to IXL, summer review assignments and practice workbook. *Taught by Sandy Tracy.*

**ALGEBRA 2/HONORS ALGEBRA 2:** (2 hour tutorial) This class will meet twice a week, 1 hour on Tuesday and for 1 hour on Thursday. This format will allow for more in depth interaction with the concepts. The course requires about 45 minutes to an hour of DAILY work outside of class. This course can be taken at either an Honors level or a standard level. Topics covered include systems of inequalities, factoring quadratics, quadratic equations and functions, rational expressions, complex fractions, irrational and complex numbers, direct and indirect variation, polynomial equations, systems of equations in 2 or more variables, exponential and logarithmic functions, triangle trigonometry, and trigonometric applications We will start with Chapter 2 of the textbook because Chapter 1 reviews Algebra 1 topics, which are covered by required summer assignments. Prerequisites: Admission into this class requires either successful completion of Algebra 1 taught by this instructor or passing an Algebra 2 readiness test administered by the instructor. Required Materials: *Algebra 2*, by Larson, Boswell, Kanold and Stiff, published by McDougall Littell, Copyright 2007, ISBN 0618595414. A 3-ring binder with 5 dividers, lined and graph paper. You will also need a scientific calculator (I highly recommend the Texas Instruments TI-30XS MultiView). Do not purchase a graphing calculator. The use of a phone is not allowed. Material fee: \$40 – includes one year subscription to IXL, summer review assignments and practice workbook. *Taught by: Sandy Tracy*

**FORENSIC SCIENCE:** This high school level lab science explores the exciting field of crime scene investigation, covering topics in biology, chemistry, and physical science. Students will use a unique hands-on program to perform intriguing investigations weekly. Topics include blood detection, blood spatter analysis, evidence processing, footprint analysis, questioned document and handwriting analysis, fingerprinting, bite mark analysis, gunshot residue, bullet striations, and drug testing. In addition to the labs, there will be reading and workbook assignments, quizzes, and short oral reports about historical crime cases. The main textbook for the class will be available to the students online or through handouts from the instructor. Students should purchase *Cold Case Christianity* by J. Warner Wallace, which will be used as a supplement. **REQUIRED:** Be able to access my Google Classroom, a Gmail account, AND the use of Google Docs for turning in homework! This class won't work without the use of these communication outlets. All work will be submitted on Google Classroom. Materials: \$115 (Due to the lab intensive nature of the course, there is a \$100 lab fee. Copies: \$15.00) *Taught by Tammy Bankston*

**ANATOMY & PHYSIOLOGY:** (1½ hour tutorial) This High School class is an Advanced Biology course in which students will study the 11 major systems of the human body. We will first look at anatomy, which is the study of the structures of the body and then the physiology which is how the parts function and work together. This is an in depth study requiring a huge amount of memorization as well deductive reasoning.

There will be a lot of time spent looking at slides and identifying tissues. This is for the student who might want to learn more about the human body or pursue science in the future. High school Biology is a prerequisite for this class. Laboratory experiments, including dissections, are performed throughout the year. Homework, quizzes and examinations help build students' understanding of the material. Required Materials: Apologia - *Exploring Creation with Advance Biology, The Human Body*, 2nd edition, by Shannon and Yunis. And Kaplan Anatomy Coloring Book, a lab notebook, 3 ring binder with college ruled filler paper 8"x 10.5" and dividers with tabs. Material/Lab fee: \$80. *Taught by Margaret Entwistle*

**ALL ABOUT ART (1st semester):** This is a multi-level basic art course that will include the elements and principles of art, and is appropriate for both middle school and high school students who are wanting to try their hand at the beginning concepts of art. We will be using different types of mediums, to give a variety of experience to the students, including pencils, paint, and clay. Assignments will include: discovering LINE through drawing, SPACE and depth through collage, designing and sculpting a comic character, and brushstroke and techniques of paint and COLOR. We will be completing the semester with an original watercolor painting, and will display student projects during the last day of classes. A supply list will be provided. Materials: \$10.00. *Taught by Erin Hazen*

**ALL ABOUT COLOR: (2nd semester)** This art course, also for every age level, covers more in depth the element of art: color. It is a wonderful follow-up to the first semester's more general art course, but that is not a prerequisite for this one. *"I cannot pretend to feel impartial about colors. I rejoice with the brilliant ones and am genuinely sorry for the poor browns."* ~Winston Churchill Observing is an essential artistic skill and students will learn to observe the amazing colors in God's creation and experiment with color through painting. They will build color harmonies, compare contrasting colors, and understand the theory of the color wheel. They will discover how color affects moods and brightens the world around us. During this class the students will use colored pencils, markers, acrylic and watercolor paints, and even toilet paper! Projects include a monochromatic shoe painting, a color collage, marker pointillism art, warm and cool color landscapes, and a food sculpture emphasizing color. Materials fee includes a set of designed paint cards (part of the "Colors, Colors, Colors curriculum") which we will be using in class. Plan on an art show the last day of classes. A supply list will be provided. Materials: \$25.00. *Taught by Erin Hazen*

**ACTING INTENSIVE:** Grades 6-12 (This is a prerequisite course for Drama 2<sup>nd</sup> Semester\*): We are fearfully and wonderfully made! (Psalm 139:14) This class creates space to explore the senses through drama games that guide the students into an awareness of themselves, physically and emotionally. Sadly, this way of being is becoming a lost art due to the demands of phones and screens. This FUN class is for those who love drama and for those who are a bit afraid of a drama class. The group games allow students to engage with one another, so to build up the student's understanding of people and human interactions. While this class is required for those students planning to take drama in the spring, it is NOT required that Acting Intensive students go on to drama in the spring. \*Exceptions to this prerequisite may be made by on an individual basis by Mrs. Gaudet in conversation with a parent. *Taught by Amy Gaudet*

**DRAMA: PRODUCTION: (2<sup>nd</sup> semester)** (2 hour tutorial) Drama is for everyone! This multi-level class is for students in grades 6-12, who have taken the first semester Acting Intensive class (or by permission of instructor). For the shy, drama can be a wonderful opportunity to grow in confidence. For the outgoing, drama is a wonderful opportunity to serve others (the audience and castmates). Some of the skills developed in drama: courage, responsibility, perseverance, HUMILITY, trust, cooperation, receiving constructive criticism and positive feedback and increased faith in God (anyone who has ever seen a dress

rehearsal may attest to this). Drama class is a unique opportunity for students to mingle among people with whom they may not otherwise cross paths. It is truly a team effort! Putting on a production requires one to humble oneself and put others first. Drama is also an opportunity to engage on a deeper level with classic works of literature. This Middle and High School class requires a range of memorization from extensive to moderate, but always proves that hard work can provide the most fun. It's hard to express the wonderful feeling of accomplishment that your student will feel after the production of the play. It's a wonderful faith and confidence builder. Performance of this TBD piece of literature will be in May. Materials: \$40.00.

*Taught by Amy Gaudet*