

# COURSES

ER 43 Class Schedule -- Fall 2007

1 <sup>st</sup> Period 10 Weeks	2 <sup>nd</sup> Period 10 Weeks	All Morning Class 10 Weeks	Specials 10 Weeks	Afternoon Class 10 Weeks	Afternoon Class First 5 Weeks Only	Afternoon Class Second 5 Weeks Only
Spanish I (Russ, Melissa)	Writing, Reading, and Researching (Eric, Libby, Nikka)	Body Politics (Jen, Jon, Andy)	Eagle Rock Cares (John, Hannah)	Do Bees Build it Best? (Ben, Michael R.)	Connections in Wood (John, Hannah)	Connections in Wood (John, Hannah)
French I (Nathalie)	Environmental Racism (Russ, Janet, Brian, Melissa)		Math Lab (Ben, Michael R)	Integrated Performing Arts (Shaun, Jen)	River Watch (Jon, Janet, Brian)	Sports Injuries 101 (Jen, Jon, Andy)
New Options for Youth (Michael S., Ben, Michael R.)	Hip Hop Writing and Production (Shaun)		Choir (Shaun)		Soil to Soul (Tom, Candy)	640 Acres (Janet Brian, Beth)
Mexican/Mexican American Literature (Eric, Libby)	Paper Tigers and Hungry Ghosts: 100 Years of Change in China (Donnie, Laura)		Scratchin' for Life: ERS Writing Center (Eric, Libby, & other writing coaches)			Sieben, Siete, Saba'a (7,7,7): Seven Ancient Wonders, Seven Modern Wonders, and Seven Blunders (Donnie, Laura)
Black Like Me (Donnie, Laura)	"Art Sale" (Cindy, Eva)					From Dust 'til Done (Cindy, Eva)
						Hemped Out Healing (Eric, Libby)

# ***Fall Trimester - ER 43 Class Descriptions***

## **First Period – 10 Weeks**

### **The World of Spanish I** (Russ/Melissa)

Come and learn the Spanish language while getting insights into the people, land and cultures that surround it. In this class you'll begin to build your base of Spanish vocabulary and grammar through fun activities, games, songs, role-playing, memorization, cooking and more. You'll also learn more about the world in which Spanish is spoken through interesting videos, reading intriguing Latin American literature, dancing and guest speakers, to name a few. So prepare to open up your mind, not only to a new language, but also to a new way of seeing the world.

#### Graduation Requirements Possible(from the ILP):

World Language	Spanish-Portfolio Level I
Geography	Physical Geography Project
World/US History	Political Theory Project
(one of the four) Power Relations Project	Growth & Transition Project
	Technological Evolutions Project

### **The World of French I** (Nathalie)

Come and learn the French language while getting insights into the people, land and cultures that surround it. In this class you'll begin to build your base of French vocabulary and grammar through fun activities, games, songs, role-playing, memorization, cooking and more. You'll also learn more about the world in which French is spoken through interesting videos, reading intriguing French literature and see a French play. So prepare to open up your mind, not only to a new language, but also to a new way of seeing the world.

#### Graduation Requirements Possible(from the ILP):

World Language	French-Portfolio Level I
World History (one of the four)	Political Theory Project
	Power Relations Project
	Growth & Transition Project
	Technological Evolutions Project

### **New Options for Youth** (Michael S., Ben, Michael R.)

Eagle Rock School youth are being asked to help the Kellogg Foundation develop a new way to earn a high school diploma without going to high school. The Kellogg Foundation has helped communities help themselves from Bolivia to New Orleans to Mozambique. The new diploma they want to create, The New Options Credential, would be accepted by employers and colleges as better than a traditional high school diploma. You will be trained and expected to facilitate youth meetings and collect data to help young people tell us what they would like to see in this pathway to a New Options Credential. You will also learn a method of study which will help you learn about any community. The tools include interviews, photographs, videotaping, measuring, using probability and statistics.

#### Graduation Requirements Possible(from the ILP):

Fully participating students can expect to earn:

Math	2 Portfolios
Society & Cultures	Community Action and Education Project

Writing – (one of the following essays):

- Essay of Explanation
- Persuasive Essay

### **Mexican/Mexican American Literature** (Eric/Libby)

This course centers on the reading of two books by Francisco Jimenez: 'The Circuit' and 'Breaking Through'. Both books raise issues of the family, immigration, education, economics, and religion. We will discuss and write in order to raise our own awareness of these issues, as well as help others become more aware. This is open to students and staff.

#### Graduation Requirements Possible(from the ILP):

ANY Writing documentation on the ILP will be supported.

### **Black Like Me** (Donnie, Laura)

What does it mean to walk in someone else's shoes? In this course we will follow John Howard Griffin, a white man taking pills to change the pigment of his skin to appear as a black man, as he navigates the 1959 segregated south of the United States. On our journey we will take our chances at walking in another's shoes and trying to understand the magnitude of diversity that is perspective.

#### Graduation Requirements Possible(from the ILP):

United States History	Power Relations
	Growth and Transition
	Technological Evolutions
World History	Power Relations
Geography	Cultural Geography
Writing	One Essay

## **Second Period – 10 Weeks**

### **Writing, Reading, and Researching** (Eric/Libby/Nikka)

Come get better at finding information, reading something that looks too hard, and putting your words on paper so that people learn something from you. This is a great opportunity to work on your Early and Late Career Research Projects!

#### Graduation Requirements Possible(from the ILP):

ANY Writing documentation on the ILP will be supported.

### **Environmental Racism** (Janet, Russ, Melissa, Brian)

Got clean water? Got clean air? Do the answers to these questions depend on your race? In this class we'll explore this issue and answer questions such as: What is environmental racism? Why does environmental racism exist? How do systems of oppression work to privilege some while disenfranchising others? In this class we'll see first hand the results of environmental racism during a toxic tour of Denver's Eastside neighborhood. Then we'll investigate the issue in our own communities. Come prepared to learn about how environmental destruction is connected to the color of your skin!

#### Graduation Requirements Possible:

Literature	Literature Discussion Skills – Participant (1)
Science	1 Portfolio
Societies & Cultures (one of the following)	
United States History	Power Relations Project
	Growth and Transition Project
	Technological Evolutions Project
United States Government	Democracy

**HIP-HOP Writing and Production:** (Shaun)

From its beginnings in the Bronx in the 70s, hip-hop has grown into a global phenomenon that today generates hundreds of millions of dollars a year worldwide in record sales, and provides the rhythmic and vocal underpinnings for songs by rock artists such as Red Hot Chili Peppers, Kid Rock, and Rage Against the Machine. This course will teach you the techniques that hip-hop producers use to create hit songs, and how to incorporate these skills into your own music. You will study writing and production considerations unique to hip-hop—from its distinctive drum beats and bass lines to its use of vocals, samples, and instrumentation. The course will explore hip-hop's history and the artists responsible for growing the genre into what it is today, including the Sugar Hill Gang, Run-DMC, Queen Latifah, Tupac Shakur, Dr. Dre, Chingy, and others. You will learn how to analyze and recreate different styles of hip-hop music, and then use this foundation to produce your own songs using REASON software. You will develop drum and bass grooves, build arrangements, and apply the techniques that lead to complete hip-hop productions. The tools and strategies you learn in this course can be applied to the production of any musical style.

**Graduation Requirements Possible(from the ILP):**

Music: Project: Music History  
 Music: Project: Music Theory  
 Music: Presentation  
 Writing: Review (CD)

Possible depending on Donnie: Society & Cultures: US or World History: Growth & Transition or Tech. Evolutions Project  
 Possible depending on Eric: Writing: Creative Writing

**Paper Tigers and Hungry Ghosts: 100 Years of Change in China** (Donnie, Laura)

1911 saw the end of dynastic rule over China and the next 90 years saw the one of the most influential sagas of a nation unfold. From warlords to revolutionaries, in the 1900s China ran the gamut of economic and social change, culminating in the rise to power of Mao Zedong and his communist revolutionaries. How can so much change happen in a place with the largest population on earth and what does it mean for us today? How do economics and social movements relate? Answers to these questions and a little red book will greet the takers of this course.

**Graduation Requirements Possible(from the ILP):**

World History	Political Theory
	Power Relations
	Technological Evolutions
	Growth and Transition
Geography	Cultural Geography
Civics	Community Education and Action Plan
Writing	One Essay
Math	1 Portfolio

**“Art Sale”** (Cindy, Eva)

Learn to batik, silk paint, and express yourself aesthetically in a variety of mediums. Teach public school children to create in an art class designed by you. Participate in the art sale that supports both the original artist and the graduate student fund. Art as therapy will also be explored in this fast paced studio class.

**Graduation Requirements Possible(from the ILP):**

Craft	Craft / Craft History Portfolio
Service	Public Service Project
Writing	Creative Writing, Review

# All Morning Period– 10 Weeks

(takes place over both 1<sup>st</sup> & 2<sup>nd</sup> Period)

## **Body Politics** (Jon, Jen, Andy)

In this class you will examine how the choices you make influence your bodies' health both in the short and long term. Your investigations will also include the economic and social ramifications of these topics as they relate to what we as individuals and a society are doing to our bodies. Drug and alcohol use, tobacco use, sexual activity, nutrition and physical activity (or a lack there of) will all be investigated as a part of this. As this is a full morning class, you will have the opportunity to visit and engage with experts in the health and fitness profession, as well as volunteering with organizations such as Boulder County AIDS Project. This will be a very active class, both through travel and physical activity, and we look forward to your full participation!

### Graduation Requirements Possible(from the ILP):

Human Performance	Personal Health/Fitness Portfolio
Human Performance	Activities Presentation
Science	Portfolio (1)
Society and Cultures	Civics, Geography or History <i>(depending on your personal project choice)</i>
AIDS Awareness	Service Project
AIDS Awareness	Presentations of Learning

# Specials – 10 Weeks

## **Eagle Rock Cares** (Hannah, John)

Develop your capacity for leadership, knowledge and action through active engagement in social change efforts. Become aware of and motivated by understanding issues and root causes, systems, and strategies for change. Experience opportunities to act on your passions, use your skills, and generate change through relevant, sustained action. Working with other students and staff, create the necessary conditions to successfully engage yourself, your peers, your families, and your communities in social change.

### Graduation Requirements Possible(from the ILP):

Service Learning (Portfolio) – Service Project & Reflection  
Service Learning – Public Service Presentation  
Service Learning (Portfolio) – POL Record of Service Activities  
Service Learning – Legacy Project & Reflection  
Service Learning (Portfolio) – Philosophy of Service Paper (w/at least 1 year at ERS)  
Societies and Cultures – Civics Action Project  
Environmental Science – Environmental Action Project

## **Math Lab** (Ben/Michael R.)

This special is designed **only** for students enrolled in a math class this trimester who need additional assistance beyond the general support given in math class. If you are serious about working on your struggles with math and are in a current math class you are eligible to sign up for this. The work we do will be directly related to the material we are studying in class. You will be expected to work only on math. This is not a general study hall.

## **Choir** (Shaun)

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic awareness, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to

experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to personal development. No previous experience necessary.

Graduation Requirements Possible (from the ILP):

Choir

Music Theory (optional)

**Scratchin' for Life: ERS Writing Center** (Eric/Libby & possibly other writing coaches)

If you are open to receiving writing support for your assignments from other classes, then Writing Center might be for you! If you would like to expand your knowledge base on general writing skills, strategies, and issues, then Writing Center might be for you! Writing support will be offered in the following areas.

- Paragraphs
- Organization
- Sentence Variety
- Sentence Clarity
- Supporting Statements/Evidence
- Transitions
- Drafts
- Punctuation
- Grammar
- Researching
- Research questions
- Note cards
- Style (MLA and others)
- Voice
- Purpose
- Passion
- Word Choice
- Outlining
- Works Cited pages/Bibliographies
- Hypotheses
- Spelling
- Citations/Documentation
- Thesis statements
- Others? Just ask.

Graduation Requirements Possible (from the ILP):

Writing Center can support you in getting any ILP writing credit you choose to work toward.

## **Afternoon Period – 10 Weeks**

**Do Bees Build it Best?** (Ben S./Michael R.)

As people wonder why bees are disappearing and what they can teach us about the environment, this class will also ask: what can bees teach us about geometry? Guided by the question “how do we measure and define geometric forms?” we will use hands-on investigations to discover and describe important concepts in geometry such as measurement, area, volume, and the relationships between them. As we build our knowledge of geometry and the skills necessary to communicate that knowledge, we will evaluate the form and function of a bee’s honeycomb and answer the question: do bees build it best?

Graduation Requirements Possible (from the ILP):

Mathematics

2 Portfolios

Environmental Studies    Composition or Presentation

**Integrated Performing Arts** (Shaun/Jen)

This class encompasses the following:

**Acting:** The student is provided with methods to analyze a text, to rehearse scenes, and to bring to life the characters and stories within the text. Techniques for demonstrating the who, where, when, and what in role preparation will be developed. Character work will be introduced with exercises such as life-study observation to create natural human behavior in the scenes developed in class

**Dance:** An introduction to the fundamental styles of dance for stage and music videos. This class is designed for students new to dance. Establish proper alignment and turnout, improve coordination, strength, flexibility and agility. Students will also learn basic dance vocabulary. Training includes work on the body in space as it relates to other dancers and to the stage. Emphasis is placed on the development of professional attitudes and conduct as well as taking and responding to direction.

**Voice:** The production of a free, unconstricted sound is the central goal of this course. Careful attention is given to correct posture and breathing, the release of physical constrictions, and to the singing of pure vowels. The student is placed in a small group or a private lesson according to experience.

Graduation Requirements Possible(from the ILP):

Music: Project: Music History  
Music: Project: Music Theory  
Music: Presentations  
Music: Performance (Choir)  
HPC: Activities  
Performance: Public Performance  
Performance: Rehearsal  
Literature: Discussion Skills (Leader & Participant)

## **Afternoon Period – First 5 Weeks**

**Connections in Wood** (John, Hannah)

Learn the art and craft of woodworking. Shape, join, sculpt and finish a useful and pleasing 3D project. Apply and develop your aesthetic sense of design, proportion, line and detail. Practice problem solving, design, basic math, care and use of tools, organization, planning and working cooperatively with other artisans. Become familiar with wood, its charms and frustrations; and with the traditional tools and styles of master woodworkers, one of whom you may choose to research and present on for art history credit. Learn basic woodworking techniques and safe shop practices. Complete a project for ERS or Furniture Connections.

Graduation Requirements Possible(from the ILP):

Craft Portfolio/Art History  
Service Learning - Written Reflection (portfolio)  
Service Learning - Philosophy of Service Paper (for veterans with at least 1 year at ERS)  
Service Learning - Legacy Project (bring your ideas, write a proposal)  
Service Learning – Record of Service Activities (build your portfolio)

**Riverwatch** (Janet, Jon, Brian)

Do you know what makes a river healthy? Are you interested in learning how to fly-fish?

In this class we will explore rivers and their health while engaging in the art of fly-fishing. We will collect water samples of the Big Thompson River, and then analyze their health through water quality testing back at Eagle Rock. Our data will then be used by both the Division of Wildlife and the Big Thompson Watershed Forum to develop and maintain water quality standards. We will also discuss the role of citizen-science as a form of service. Students interested in this class are expected to be prepared to be outside 2-3 days a week (for fly fishing and river water collection), hiking into remote areas of Rocky Mountain National Park to fish, and starting class 1-2 days a week early (either before or after lunch as well as getting back after 4:00 pm)

Graduation Requirements Possible(from the ILP):

Environmental Studies                      1 Issue, Composition or Presentation  
Environmental Studies                      Action Project

Human Performance  
Service Learning

Activities Credit  
Reflection

### **Soil to Soul** (Cindy/Tim/Eva)

Working to harvest food in a hands-on experience at the Stonebridge farm combined with creating art in the studio and the kitchen. Come celebrate family and community connections with food, clay, and digital photography.

#### Graduation Requirements Possible (from the ILP):

Art	Craft / Craft History Portfolio
Service	Legacy Project (if 10 weeks)
Writing	Creative Writing, Review

## **Afternoon Period – Second 5 Weeks**

### **Connections in Wood** (John, Hannah)

Learn the art and craft of woodworking. Shape, join, sculpt and finish a useful and pleasing 3D project. Apply and develop your aesthetic sense of design, proportion, line and detail. Practice problem solving, design, basic math, care and use of tools, organization, planning and working cooperatively with other artisans. Become familiar with wood, its charms and frustrations; and with the traditional tools and styles of master woodworkers, one of whom you may choose to research and present on for art history credit. Learn basic woodworking techniques and safe shop practices. Complete a project for ERS or Furniture Connections.

#### Graduation Requirements Possible (from the ILP):

Craft Portfolio/Art History  
Service Learning - Written Reflection (portfolio)  
Service Learning - Philosophy of Service Paper (for veterans with at least 1 year at ERS)  
Service Learning - Legacy Project (bring your ideas, write a proposal)  
Service Learning – Record of Service Activities (build your portfolio)

### **Sports Injuries 101** (Jon, Andy, Jen)

Sports and activity are abundant around Eagle Rock – and they continue to take a toll on our bodies, so this class will give you the opportunity to learn more about sports injuries and how they occur, and what YOU can do about them. We will visit with professionals in the field, you will have a patient case study to complete with someone on campus, and you will become an ‘athletic therapy intern’ during intramurals. We will learn about the basic anatomy of the human body, taping techniques to maximize performance, the overall care and rehabilitation of sports injuries, and we will also examine the use of aquatic facilities in athletic therapy. You will be in the pool for this class. *This will be an intensive class that will also result in certification from the American Red Cross in First Aid and CPR.*

#### Graduation Requirements Possible (from the ILP):

Human Performance	First Aid & CPR certification
Human Performance	Aquatic Skills

### **640 Acres** (Janet, Brian, Beth)

In this class we will explore the 640 acres that make up the campus of Eagle Rock School. We will hike the trail system on campus and use GPS units to map the trails. We will then merge this GPS data with GIS technology to produce maps that community members and visitors can use to get to know Eagle Rock. This project will help us to understand not only the 640 acres around us, but also how who we are influences our perceptions of this place. Throughout the class we will also study different kinds of maps, map-making, and how technological advancements have changed how we view the world and our place in it.



Graduation Requirements Possible(from the ILP):

Environmental Studies	One Issue, Composition or Presentation
Environmental Studies	Action Project
Technology	Multimedia
Societies and Cultures	Technological Evolutions Project

**Sieben, Siete, Saba'a (7,7,7): Seven Ancient Wonders, Seven Modern Wonders, and Seven Blunders** (Donnie, Laura)

What does it take to be remembered forever? What are the greatest accomplishments of the human race and what are our greatest failures? These are some of the questions we will tackle as we explore the ancient and modern marvels of the world. Discover how you can create a legacy of your own to communicate across the masses in route to deepening your understanding of the world around you.

Graduation Requirements Possible (from the ILP):

World History	Power Relations
	Technological Evolutions
	Growth and Transition
Geography	Physical Geography
Writing	One Essay
Service Learning	Legacy Project

**From Dust 'til Done** (Cindy, Eva)

Learn how to work with clay and use the life cycle as a metaphor to focus our artistic skills. This class will teach you how to build both functional and sculptural ceramics. Complete the work with glazing, carving, and firing techniques. Analyze artistic problems verbally and with the written word during critiques of professional work and our own work. Field trips will assist the development of the artist within while unearth the evolution of ceramics.

Graduation Requirements Possible(from the ILP):

Art	Fine Arts/Portfolio
Literature	Participant (1)
Literature	Leader (1)
Writing	Review

**Hemped Out Healing** (Eric/Libby)

Through studying and writing about the value of good food, hemp, and other humanely grown products, learn about walking a path of healing for yourself and society. This is open to students and staff.

Graduation Requirements Possible(from the ILP):

ANY Writing documentation on the ILP will be supported.