

# COURSES

ER 44 Class Schedule -- Winter 2008

Period A 10 Weeks	Period B 10 Weeks	Period C All Morning 10 Weeks	Specials 10 Weeks	Period D 10 Weeks	Period D First 5 Weeks	Period D Second 5 Weeks
Spanish II <i>(Russ, Melissa)</i>	The Bomb! <i>(Jeff, Janet, Brian, Heather)</i>	Geometric Quilting <i>(Cindy, Eva, Ben, Michael R.)</i>	Eagle Rock Cares <i>(John, Hannah)</i>	Mind, Muscle, Music <i>(Shaun)</i>	Winter Wonderland <i>(Jon, Janet, Brian)</i>	Connections in Wood <i>(John, Hannah)</i>
Act Out! <i>(Shaun, John, Hannah)</i>	Lifeguarding <i>(Jen, Jon, Katie, Melissa)</i>		Math Lab <i>(Ben, Michael R.)</i>	Close UP <i>(Donnie, Laura)</i>	Writing & Research <i>(Eric, Libby)</i>	Mmm, Smells Like French Fries! <i>(Janet, Brian)</i>
Hemped Out Healing <i>(Eric, Libby)</i>	French II <i>(Nathalie)</i>		Choir <i>(Shaun)</i>	Answers into Questions <i>(Ben, Michael R.)</i>	Fiberficious <i>(Cindy, Eva)</i>	Making Mexican History <i>(Russ, Melissa)</i>
Salam, Jihad, Islam <i>(Donnie, Laura)</i>	Building Community <i>(John, Hannah, Eric, Libby)</i>		Winter Wonderland -1 <sup>st</sup> 5 weeks, Academic Support 2 <sup>nd</sup> 5 weeks <i>(Jon, Janet, Brian)</i>		NOLA <i>(Jesse, Hannah, John, Robert, Mo)</i>	Questions of Conscience <i>(Robert, Cindy, Eva)</i>
Exercises Around the World <i>(Jen, Andy, Brian)</i>	Math4Life <i>(Ben, Michael R)</i>		Get it Done! <i>(Mo)</i>			Fun4Life <i>(Andy, Jon)</i>
October 12 <i>(Janet, Ben, Michael)</i>	Do You! <i>(Donnie, Laura)</i>					Pollocks & 'Coons <i>(Eric, Libby)</i>



## Eagle Rock School ER 44 Class Descriptions Winter Trimester



### The World of Spanish II Period: A

**Classroom:** Cinqetoll **Period:** A

**Instructor(s):** Russ Rendón

**Fellow(s):** Melissa Page

**Trimester #: 44**

**Course Description**

Come and learn the Spanish language while gaining insights into the people, land and cultures that surround it. In this class you'll continue to expand on the base of Spanish vocabulary and grammar that you built in the first trimester through fun activities, games, songs, cooking and more. You'll also learn more about the Spanish-speaking world through interesting videos, Latin American literature, role-playing, dancing, guest speakers and excursions. Prepare to open up your mind, not only to a new language, but also to a new way of seeing the world.

**Potential ILP Requirements**

World Language - Portfolio Level 2

S & C - Geography: Cultural Geography Project

**ILP Notes:**

### October 12, 1999 Period: A

**Classroom:** Science Lab **Period:** A

**Instructor(s):** Ben Shear Janet Johnson

**Fellow(s):** Michael Rose

**Trimester #: 44**

**Course Description**

Are there enough resources on Earth to go around? How do we know how much is left? In this class we will use math and science to create models that describe the growth of populations. These models will be used to analyze, predict, and draw conclusions about what the future holds and what we can do about it today. This class will study exponential growth, carrying capacity, resource use, and the interdependencies of organisms through the lens of mathematical and scientific modeling.

**Potential ILP Requirements**

Mathematics - Portfolio (1)

Science - Portfolio (1)

Environmental Studies - Environmental Issue: Composition

Environmental Studies - Environmental Issue: Presentation

**ILP Notes:** Environmental Issue: Composition OR Presentation

### Act Out! Period: A

**Classroom:** Schoolhouse **Period:** A

**Instructor(s):** Shaun Royer John Guffey

**Fellow(s):** Hannah Richardson

**Trimester #: 44**

**Course Description**

Here's your chance to "Act Out" in the community. This class will produce a one-act play that will tour in venues around Estes Park. Following each performance, members of the cast will lead discussions among the audience. The play and the discussions will shed light on sensitive social justice issues that are rarely explored in our society today.

**Potential ILP Requirements**

S & C - Civics: Community Action & Education Project

Writing - Review (Book, Movie, CD, Show, Restaurant)

Performance - Public Performance

Literature - Discussion Skill: Participant (1)

Service Learning - Portfolio

Performance - Rehearsal Period

**ILP Notes:**

**Salam, Jihad, Islam****Period: A****Classroom:** Yarrow **Period:** A**Instructor(s):** Donnie Adams**Fellow(s):** Laura Kaplan**Trimester #:** 44**Course Description**

As salam alaikum (peace be unto you). A greeting of peace is the most common between Arabs and muslims alike, but contemporary events and societal scapegoating has brought xenophobia and stereotypes of muslims to a fever pitch. In this class we will explore the roots of Islam, examine it's practices and practitioners, and study to better understand one of the most misunderstood religions in the world. We will also examine many current issues, such as the crisis in Sudan, US-Iran and US-Iraq relations, and the ages-old conflict in the middle east between Jews and Arabs. Be prepared to expand your mind and comfort zone as we delve into our study of the second largest religion in the world.

**Potential ILP Requirements**

S &amp; C - World History: Power Relations Project

S &amp; C - World History: Growth and Transition Project

S &amp; C - World History: Technological Evolutions Project

S &amp; C - Geography: Cultural Geography Project

**ILP Notes:** Writing, One Essay**Hemped out Healing****Period: A****Classroom:** Juniper **Period:** A**Instructor(s):** Eric Farmer**Fellow(s):** Libby Widlic**Trimester #:** 44**Course Description**

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.

**Potential ILP Requirements**

Writing - Any Writing ILP Credit Will be Supported

**ILP Notes:****Exercises around the world****Period: A****Classroom:** Dojo **Period:** A**Instructor(s):** Jen Morine Jon Anderson**Fellow(s):** Andy Runyan**Trimester #:** 44**Course Description**

This will be an intensive class studying the science and culture of different exercises from around the world. You will have the opportunity to practice beginner skills of the exercises, and then teach what you learned for morning exercise. We will explore how these exercises affect you mind, body, and spirit. Exercises we will cover for class will include yoga, Brazilian capoeira, African dance, and others.

**Potential ILP Requirements**

Science - Portfolio (1)

Human Performance - Personal Health / Fitness Portfolio

Human Performance - Activities Presentation

S &amp; C - Geography: Cultural Geography Project

**ILP Notes:**

**Math4Life** **Period: B**

**Classroom:** Shooting Star **Period:** B

**Instructor(s):** Ben Shear

**Fellow(s):** Michael Rose

**Trimester #: 44**

**Course Description**

After graduating from Eagle Rock, where will you be living? What will you be doing? And, more importantly, how will you pay for everything? In this class you will imagine what your life might be like in the near future, and learn how math can help you to successfully and responsibly plan for that life. Topics covered will include: how to file a tax return, create a budget, manage bank accounts and save money. Come prepared to put in a high level of time and effort that will help set you up for success in your Life After Eagle Rock.

**Potential ILP Requirements**

Mathematics - Portfolio (1)

Career Development / Life Skills - Life Skills Portfolio

**ILP Notes:**

**The Bomb!** **Period: B**

**Classroom:** Science Lab **Period:** B

**Instructor(s):** Jeff Liddle Janet Johnson

**Fellow(s):** Brian Counselman Heather Dickerson

**Trimester #: 44**

**Course Description**

On August 5, 1945 the first atomic bomb in human history was dropped on Hiroshima City, Japan. Some say it was necessary to end the war, others disagree. Join us to pursue the understanding of nuclear energy, atomic structure, atomic collisions, and energy values. We will explore the science, politics and ethics of the dropping of the bomb and will attempt to answer the question, "August 6, 1945 -- The greatest day or the greatest blunder?"

We will look to understand this issue from both the US and Japanese perspectives and will spend some time exploring the cultural backdrop of this issue.

**Potential ILP Requirements**

Science - Portfolio (1)

S & C - World History: Power Relations Project

S & C - World History: Political Theory Project

Literature - Discussion Skill: Leader (1)

S & C - Geography: Physical Geography Project

S & C - Civics: Community Action & Education Project

S & C - World History: Technological Evolutions Project

Literature - Discussion Skill: Participant (1)

**ILP Notes:**

**Lifeguarding** **Period: B**

**Classroom:** Pool **Period:** B

**Instructor(s):** Jen Morine Jon Anderson

**Fellow(s):** Katie Miller Melissa Page

**Trimester #: 44**

**Course Description**

Have you ever wanted to be a stronger swimmer? Do you ever think of the possibility of feeling comfortable enough in the water that you could assist someone in need, or help prevent an accident from ever occurring? In this class you'll have an opportunity to strengthen your skills and ability in the water, while also exploring the knowledge required to rescue someone in danger. Opportunities exist for everyone in the class to work towards certification by the American Red Cross in Lifeguarding, First Aid, and CPR. There is NO previous swimming experience required to be in the class; no matter what you perceive your ability to be right now, you CAN become a lifeguard!

**Potential ILP Requirements**

Human Performance - Activities Presentation

Human Performance - Aquatic Skills

Human Performance - First Aid & CPR Certification

Service Learning - Portfolio

**ILP Notes:** Service Learning - Portfolio: 1 reflection paper

**Building Community in a Diverse Society****Period: B****Classroom:** Period: B**Instructor(s):** Eric Farmer John Guffey**Fellow(s):** Hannah Richardson Libby Widlic**Trimester #: 44****Course Description**

Have you ever wondered what it really means to live in community? Would you like to better understand how or what diversity and community might contribute to a good life? Are you interested in exploring issues such as religion, spirituality, gender, race, individual preferences and opinions in a community of learners? If you answer yes to any of these questions, we invite you to join this class. Oh, and expect to be challenged.

**Potential ILP Requirements**

S & C - Civics: Community Action & Education Project  
 Writing - Any Writing Documentation/ILP Credit Will be  
 Service Learning - Public Service Presentation

S & C - United States History: Power Relations Project  
 Service Learning - Legacy Project

**ILP Notes:****Do You!****Period: B****Classroom:** Yarrow **Period:** B**Instructor(s):** Donnie Adams**Fellow(s):** Laura Kaplan**Trimester #: 44****Course Description**

The text of this class is what you see in the mirror and what you want to see more of in that reflection. What are your passions? What drives you? What do you like to do and how can you incorporate that more into your life and Eagle Rock career? Students in this course will work to discover their greatest joys in life and learn how to make their life directed towards and driven by their greatest goals. We will experiment with all sorts of hobbies, build skills to learn whatever you want, and discover what makes you smile. Don't be afraid to reinvent cool and do you all day long.

**Potential ILP Requirements**

S & C - United States History: Power Relations Project  
 S & C - United States History: Growth and Transition  
 S & C - World History: Technological Evolutions Project  
 S & C - United States History: Political Theory Project

S & C - World History: Power Relations Project  
 S & C - World History: Growth and Transition Project  
 S & C - United States History: Technological Evolutions  
 S & C - World History: Political Theory Project

**ILP Notes:** Writing One Essay**The World of French II****Period: B****Classroom:** Sage **Period:** B**Instructor(s):** Nathalie Donchery**Fellow(s):****Trimester #: 44****Course Description**

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.

**Potential ILP Requirements**

World Language - Portfolio Level 2  
 S & C - Geography: Cultural Geography Project

**ILP Notes:**

**Geometric Quilting** **Period: C**

**Classroom:** Chroma **Period:** C

**Instructor(s):** Cindy Elkins Ben Shear

**Fellow(s):** Eva Rupert Michael Rose

**Trimester #: 44**

**Course Description**

Learn to sew and earn math credit! Students will develop an appreciation for patterns and their usefulness in both geometry and quilting. Together we will explore the historical symbolism and use of color and shapes in a variety of cultures. Learn about the Underground Railroad and how traditional quilts helped in promoting freedom. Record your personal history by making a machine and hand sewn quilt. Blend the mathematical aspects of geometry with the aesthetic expression of art through quilting. This class will stretch all participants to develop the artist within and expand their knowledge base.

**Potential ILP Requirements**

Art - Crafts / Art History Portfolio

Mathematics - Portfolio (1)

Writing - Essay of Explanation

**ILP Notes:** Societies and Cultures Credit by arrangement.

**Math Lab** **Period: Specials**

**Classroom:** Shooting Star **Period:** Specials

**Instructor(s):** Ben Shear

**Fellow(s):** Michael Rose

**Trimester #: 44**

**Course Description**

Math Lab will be a structured study hall for students enrolled in an ER-44 math class to work on current math portfolios. Daily work will be a mix of additional problems to support understanding and time to complete portfolios, so be prepared to use this time productively.

**Potential ILP Requirements**

**ILP Notes:**

**Choir** **Period: Specials**

**Classroom:** Schoolhouse **Period:** Specials

**Instructor(s):** Shaun Royer

**Fellow(s):**

**Trimester #: 44**

**Course Description**

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.

**Potential ILP Requirements**

Music - Performances (Band/Choir/Orchestra)

**ILP Notes:** Music Theory (option & requires extra work)

**Eagle Rock Cares****Period: Specials****Classroom:** Yarrow **Period:** Specials**Instructor(s):** John Guffey**Fellow(s):** Hannah Richardson**Trimester #: 44****Course Description**

An exploratory service-learning class in which students design and carry out service projects of their choice to meet real needs in the community (Eagle Rock, Estes Park, or beyond), by working in partnership with others outside the class, in order to address at least one of the following citizenship themes found in 8 + 5 = 10: Service to Others, Cross-cultural Understanding, Democratic Governance, Environmental Stewardship .

Take advantage of this opportunity to develop leadership, knowledge and action skills through a project that has significance to you and at least one other person from outside the class. Gain awareness of issues and their root causes. Become active in solving problems. Connect your interests, strengths and resources with sustained action and follow through for change in areas of need. Work with others in the class to create the necessary conditions for successful engagement in social change.

**Potential ILP Requirements**

Service Learning - Legacy Project

Service Learning - Public Service Presentation

Environmental Studies - Environmental Action Project

Service Learning - Portfolio

S &amp; C - Civics: Community Action &amp; Education Project

**ILP Notes:****Get it done!****Period: Specials****Classroom:** LRC **Period:** Specials**Instructor(s):** Mo Elgazzar**Fellow(s):****Trimester #: 44****Course Description**

Need a little extra assistance on homework assignments? Need more time in the LRC? This time is designed for those students who need the support and attention of adults from ERS and Estes Park to complete assignments, understand difficult concepts, or obtain guidance in completing a project. This is not a study hall, it is a place to obtain academic assistance.

**Potential ILP Requirements****ILP Notes:****Winter Wonderland****Period: Specials****Classroom:** **Period:** Specials**Instructor(s):** Jon Anderson Janet Johnson**Fellow(s):** Brian Counselman**Trimester #: 44****Course Description**

For the first five weeks, this time will be used to extend the Winter Wonderland class. We will need the extra time to get up into Rocky Mountain National Park for skiing and research. During the second five weeks this time will be used to provide academic support for students who were enrolled in the first five weeks Winter Wonderland class.

**Potential ILP Requirements****ILP Notes:**

**A's to Q's** **Period: D - 10 weeks**

**Classroom:** Shooting Star **Period:** D - 10 weeks

**Instructor(s):** Ben Shear

**Fellow(s):** Michael Rose

**Trimester #:** 44

**Course Description**

Although we are often focused only on finding an answer when we do math, true mathematicians will tell you that mathematics actually only begins with the answer. Throughout history, mathematics has been a process of asking questions, searching for answers, and then posing new questions to further our understanding. In this course we will explore a range of topics in math while building the skills to ask meaningful questions, explore their answers, and then ask more meaningful questions to push our thinking even further. There will be a focus on mathematical problem-solving and communication skills, and their applications outside of mathematics.

**Potential ILP Requirements**

Mathematics - Portfolio (1)

Mathematics - Portfolio (1)

**ILP Notes:**

**Mind, Muscle, Music** **Period: D - 10 weeks**

**Classroom:** HPC **Period:** D - 10 weeks

**Instructor(s):** Shaun Royer

**Fellow(s):**

**Trimester #:** 44

**Course Description**

Have you ever heard the saying, "a sound mind in a sound body?" Well here's your chance to find out what it really means. Learn how to exercise your mind and your body through several types of physical experiences. Weightlifting, Martial Arts, Power Yoga, Tap & Modern Dance! Learn how nutrition and exercise together can bring about a healthy, happy and balanced future.

**Potential ILP Requirements**

Performance - Public Performance

Performance - Rehearsal Period

Human Performance - Personal Health / Fitness Portfolio

Music - Project: Music History

**ILP Notes:**

**Close UP** **Period: D - 10 Weeks**

**Classroom:** Yarrow **Period:** D - 10 Weeks

**Instructor(s):** Donnie Adams

**Fellow(s):** Laura Kaplan

**Trimester #:** 44

**Course Description**

For some people its algebra, for some its chemistry, and for others relationships are what makes the least sense in the world to them. Unfortunately for so many people in the United States our system of government is what makes the least sense to them. Over the ten weeks of this course, using the skills of research, debate, listening, sharing, and designing actions plans for change, students and teachers will take an in depth look at the U.S. government and it's governing body; the people.

**Potential ILP Requirements**

S & C - Civics: Community Action & Education Project

S & C - United States Government: Democracy Project

S & C - United States Government: Domestic Issues

S & C - United States Government: International Issues

S & C - United States History: Power Relations Project

S & C - United States History: Growth and Transition

S & C - United States History: Political Theory Project

**ILP Notes:**



**NOLA: Disaster, Response, Prevention****Period: D - 1st Five Weeks****Classroom:** Period: D - 1st Five Weeks**Instructor(s):** Robert Mo John G Jesse T**Fellow(s):** Hannah**Trimester #:** 44**Course Description**

By studying Hurricane Katrina, students will critically analyze natural and human disasters, understand causes and responses, and empower individuals to actualize their roles in relief work and prevention. We will delve into the social, economic, environmental, and personal forces, both positive and negative, that elevated Hurricane Katrina to a national disaster. After building our disaster-relief knowledge base and honing our portable skills, we will visit the people and places in New Orleans, Louisiana that will benefit from our labor and from our love.

**Potential ILP Requirements**

Writing - Essay of Explanation

Service Learning - Portfolio

Personal Growth - Portfolio I

S &amp; C - Geography: Cultural Geography Project

S &amp; C - Geography: Physical Geography Project

S &amp; C - United States History: Power Relations Project

S &amp; C - United States History: Growth and Transition

S &amp; C - United States History: Technological Evolutions

**ILP Notes:** Students must submit an application to be part of this class.**Writing, Reading, Researching****Period: D - 1st Five Weeks****Classroom:** LRC- Sage **Period:** D - 1st Five Weeks**Instructor(s):** Eric Farmer**Fellow(s):** Libby Widlic**Trimester #:** 44**Course Description**

Writing, Reading, and Researching is an opportunity for students to pursue their writing passions in order to make a contribution to society. Students work individually and are supported by the instructors and, depending on where they are in their project timelines, a Writing Coach. Since their projects are individually defined, every student will have a different timeline, approach, and experience.

**Potential ILP Requirements**

Writing - Any Writing Documentation/ILP Credit Will be

**ILP Notes:****Fiberlicious****Period: D - 1st Five Weeks****Classroom:** Chroma/Pottery **Period:** D - 1st Five Weeks**Instructor(s):** Cindy Elkins**Fellow(s):** Eva Rupert**Trimester #:** 44**Course Description**

Costume design, logo design, and our personal connection with what we wear will help us explore our personal and artistic expression. Students will develop an understanding for the creation of fiber arts while exploring the cultural connections between textiles, clothing, and personal identity. Students will learn about a variety of fiber-craft techniques and create wearable-art which reflects something of themselves.

**Potential ILP Requirements**

Art - Crafts / Art History Portfolio

Writing - Creative Writing (Literature Class if Possible)

Writing - Review (Book, Movie, CD, Show, Restaurant)

**ILP Notes:**

**Winter Wonderland****Period: D - 1st Five Weeks****Classroom:** Anemone **Period:** D - 1st Five Weeks**Instructor(s):** Jon Anderson Janet Johnson**Fellow(s):** Brian Counselman**Trimester #: 44****Course Description**

Do you lack an appreciation for winter? By the end of this class you will gain the skills and attitudes to have fun and stay warm outside in the winter. We will be outside daily participating in skiing, snowshoeing, river testing and more. Specials is required time for this class to complete all activities before dark.

**Potential ILP Requirements**

Human Performance - Activities Presentation

Environmental Studies - Environmental Issue: Presentation

Environmental Studies - Environmental Issue: Composition

Environmental Studies - Environmental Action Project

**ILP Notes:****mmm, smells like french fries****Period: D - 2nd Five Weeks****Classroom:** Science Lab **Period:** D - 2nd Five Weeks**Instructor(s):** Janet Johnson**Fellow(s):** Brian Counselman**Trimester #: 44****Course Description**

In this class we will take used cooking oil and convert it into fuel for Janet's car. An interest in chemistry is essential for this course; we will be performing chemical reactions along with some filtering in order to make the biodiesel. We will also compare the pros and cons of biodiesel with other alternative fuels such as ethanol and electricity.

**Potential ILP Requirements**

Environmental Studies - Environmental Action Project

Environmental Studies - Environmental Issue: Composition

Environmental Studies - Environmental Issue: Presentation

Science - Portfolio (1)

**ILP Notes:** Environmental Issue: Composition OR Presentation**Fun4Life****Period: D - 2nd Five Weeks****Classroom:** HPC Dojo **Period:** D - 2nd Five Weeks**Instructor(s):** Jon Anderson**Fellow(s):** Andy Runyan**Trimester #: 44****Course Description**

What are you going to do to have fun for the rest of your life? This class will show you ways to have fun and stay fit to help you live a healthy life until you are 100 years old. In this class you will play tennis, badminton, rock climb, orienteering, and other activities you can do for the rest of your lifetime. No skills necessary. All you need is a positive attitude ready to have fun.

**Potential ILP Requirements**

S &amp; C - Geography: Physical Geography Project

Human Performance - Activities Presentation

**ILP Notes:**

**Making Mexican History****Period: D - 2nd Five Weeks****Classroom:** Cinquefoil **Period:** D - 2nd Five Weeks**Instructor(s):** Russ Rendón**Fellow(s):** Melissa Page**Trimester #:** 44**Course Description**

Learn Mexican history by making comic strips. In this class you'll learn the basics of Mexican history from the Aztecs, through the Spaniards, Mexican independence, the civil war and up until current issues. While learning the history you'll also be learning how to improve your drawing skills by drawing comic strip characters. Then you'll research a specific part of Mexican history and make a part of a book that we'll read to Estes Park elementary students.

**Potential ILP Requirements**

Art - Crafts / Art History Portfolio

S &amp; C - United States History: Power Relations Project

S &amp; C - United States History: Political Theory Project

S &amp; C - United States History: Growth and Transition

S &amp; C - World History: Technological Evolutions Project

**ILP Notes:****Questions of Conscience****Period: D - 2nd Five Weeks****Classroom:** Sage/Chroma **Period:** D - 2nd Five Weeks**Instructor(s):** Cindy Elkins Robert Burkhart**Fellow(s):** Eva Rupert**Trimester #:** 44**Course Description**

We will examine stories, poetry, drama, letters, essays, film, paintings, and other works of art in search of answers to questions which guide our understanding of conscience and ethics. Students will explore the nature of conscience, free-will, decision-making, and the essential nature of humanity while developing an individual moral and ethical code. Using inquiry and reflection as a means to understanding literature and art, students will ask and answer questions such as: Why do some people choose laudable behavior versus choosing behavior which denies human dignity? Why do people create art? How did art originate and what is its purpose? Can we derive life lessons from the ideas of others? What does "right" and "wrong" mean?

**Potential ILP Requirements**

Art - Fine Art / Art History Portfolio

Writing - Creative Writing (Literature Class if Possible)

Writing - Essay of Explanation

**ILP Notes:** Writing: Discussion participant/leader; Societies and cultures by arrangement.**Connections in Wood****Period: D - 2nd Five Weeks****Classroom:** Redwood/Woodshop **Period:** D - 2nd Five Weeks**Instructor(s):** John Guffley**Fellow(s):** Hannah Richardson**Trimester #:** 44**Course Description**

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. Learn and apply skills in problem solving, design, layout, measurement, care and use of tools, organization, planning and working cooperatively with other artists. Become familiar with wood, its charms and challenges, and with the traditional tools and styles of master woodworkers, one of whom you may choose to research and present on for craft history credit. Learn basic woodworking techniques and safe shop practices. Complete a project for ERS or Furniture Connections.

**Potential ILP Requirements**

Art - Crafts / Art History Portfolio

Service Learning - Legacy Project

Service Learning - Portfolio

**ILP Notes:** written reflection, philosophy of service [for 1 year veterans], record of service

**Pollocks and Coons: Short funny lit****Period: D - 2nd Five Weeks****Classroom:** dojo **Period:** D - 2nd Five Weeks**Instructor(s):** Eric Farmer**Trimester #:** 44**Fellow(s):** Libby Widlic**Course Description**

"Why do Polish people usually wear brown shoes? Because they kick the shit out of people who tell Polish jokes."

Through language, texts, and in different forms of media, this course will explore the history of humor, comedic writing (jokes, stand-up), non-verbal comedy, offensive comedy, humor in different culture, and tragic comedy. This course will mainly involve reading, writing, and discussions.

Also, we will struggle with the following questions; What is funny?, What makes something funny?, Who can laugh?, Who can't laugh?

**Potential ILP Requirements**

Writing - Any Writing Documentation/ILP Credit Will be

Literature - Discussion Skill: Leader (1)

Literature - Discussion Skill: Participant (1)

**ILP Notes:**