

# Course Proposals for 2023–2024

The deadline for submitting *Course Proposals* was Friday 27 January 2023.

- *see sorted by subject instead of instructor*
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## Bekah Jorgensen

**Rebekah Jorgensen** is a homeschooling mom who has taught music, math, and German in some combination since 2006, both online and in the classroom. She loves learning new languages, traveling, board and video games, and trying new things.

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### Musical Theater Production

- in-person
- can be adapted to fit any age range, as needed
- a 16-week (20-hour) Spring semester course

Full-fledged theatrical production.

- Room for significant student movement (Fellowship Hall).

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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### Theater Production (Non-Musical)

- in-person
- can be adapted to fit any age range, as needed
- a 16-week (20-hour) Spring semester course.

Full-fledged theatrical production.

- Room for significant student movement (Fellowship Hall).

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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### Collaborative Theater & Storytelling

- online
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

web-based theater production

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# Analyzing Musical Theater

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

Analyzing form, structure, historical context, literary parallels, etc. in musical theater (not a performance class)

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# The Class About Death

- prefer in person
- for ages 13–19 years (8th–12th grades)
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

Nothing is certain in life but death and taxes. This class will explore customs and traditions surrounding death, as well as the scientific side of different burial methods and decomposition. This class is not designed to specifically teach about beliefs regarding the afterlife, although they may be included when discussing certain cultural traditions. Not for the squeamish or faint of heart, but for those who are generally curious about end-of-life traditions.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# Art & Music as Agents of Change

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

A look from a historical/current events perspective on arts (music, visual art, etc) and their influence on/response to current events. Depending on student interest, the course may focus on a particular genre/time period but will include discussion/information/examples from a variety of issues and historical events.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# Gaming through History: Ancients

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

This is a course that uses games to explore early civilizations. From well known games such as chess and mancala, to lesser known games like senet, go, and patolli, we will learn about ancient cultures and early games.

Proposed by the parent, guardian, or caregiver of a current PHS student.

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# Music History

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

Proposed by a current PHS student.

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# Tour the World - Without Leaving Minnesota!

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

virtual field trips

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# Worldviews

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

In today's world, it is easy to come across people with a variety of different viewpoints on nearly any issue. Even within a single community there is often division that can sometimes lead to conflict. This class will explore a variety of current issues from different viewpoints. There will be opportunities for students to provide input as to the issues they wish to address and points of view they wish to explore. The course will allow students to learn about the different worldviews and belief systems that shape communities.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Journalism/Newspaper

- in-person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

For a portion of each class, students will explore journalism from a variety of perspectives, including history, ethics, and current issues facing journalism.

For the remainder of the class period, students will work to create a publication to be shared with the PHS community to include events and features based on student interest.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Teamwork & Leadership

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Personal Finance

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

Budgeting to run a household, pay bills, and manage debt is a critical skill. This course will look at the nitty-gritty financial decisions that need to be made at a variety of stages throughout adult life. The primary focus of the class will be on setting up and maintaining a household budget, using a variety of different scenarios. Topics will include direct deposit, automatic bill paying vs. paying bills as they come, planning for emergencies, charitable giving, understanding and applying for loans, and more. The class will also touch on preparing for and filing taxes (with the disclaimer that the instructor is not a trained tax professional but can provide useful resources when going beyond generalities for deductions, self-employment tax, and other issues).

When you have completed this course, you should have a general understanding of how to set up and maintain a household budget, including planning for a variety of emergencies. Students will be provided with resources and suggestions for up to approximately 5 hours of homework at home, but students can attend class and participate in classroom learning and discussions with no out-of-class work.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Statistics and Social Justice

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

Data has the power to describe and shape our world. We will learn in this hands-on course about statistics and how to describe our world. We will make convincing arguments, based on data, about how to make it a more just place.

This course assumes a basic knowledge of algebra, at the level of understanding positive and negative numbers, fractions, and being able to solve for  $x$  in an equation like:  $3x + 5 = 4$ .

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## math class (any)

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

if there's member interest

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Climate Change Solutions

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

How to address and solve the climate crisis.

Proposed by a current PHS student.

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## Transit Planning for Sustainable Cities

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

How to build transit that is accessible, affordable, equitable and user friendly. In ways that reduce carbon emissions and increase livability. How to build cities in which it's easy and efficient for everyone to move around on foot, bike, train and bus.

Proposed by a current PHS student.

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# Planning Sustainable Cities

- prefer in person
- can be adapted to fit any age range, as needed
- either a 12-week (15-hour) Fall semester course, a 16-week (20-hour) Spring semester course, or a 28-week (35-hour) Full-Year course

Proposed by a current PHS student.

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## Daniel Hoisington

**Daniel Hoisington** is a Twin Cities maker and home educator

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### 3D Printing

Learn 3D design through 3D printing.

I can print for people who do not have 3D printers, although decent 3D printers can also be purchased for \$99.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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### Metalworking

- in person
- for ages 14–19 years (9th–12th grades)

Learn about the history and craft of metalworking through casting, forging, and soldering beautiful and / or useful objects.

The class will learn about the worldwide history of metal working as both a craft and an art. Students will use different metallurgic processes including creating bronze, casting small objects like legos, forging mouse-sized swords, and cutting metal and soldering rings of their own design. Students will end the class working on a piece using their favorite techniques.

Base materials and safety equipment provided. No lead will be used.

Proposed by a current PHS student.

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## Erin Brennan, BA, CYT

**Erin Brennan** is the proudly Neurodivergent founder and CEO of Moon Song Healing Arts, LLC and the Halo Straw™ breathing pendant. She brings 25 years of practice and training to her work with certifications in SomaYoga, Yoga Calm®, Chinese Do-In, Shiatsu Shin-Tai, Reiki and Somatic Emotional Clearing.

Erin excels at helping her students and clients find joy and freedom on the mat and in meditation while cultivating more connection between body, mind and spirit (Soma). Erin is a devoted mom of two teenage girls and is currently enrolled in a 500-hour SomaYoga Advanced Teacher-in-Training course.

“Yoga is the journey of the self, through the self, to the self.” — The Bhagavad Gita.

- Shiatsu Shin-Tai Foundation Level Practitioner, London School of Shiatsu-Do, London, UK • B.A. in Social Sciences, St. Joseph's College, Brooklyn, New York
- Yoga Calm Youth Instructor, 1,000 Petals, St. Paul MN
- 200-hour CYT, Yoga North International SomaYoga Institute, Duluth MN at Tula Yoga and Wellness, St. Paul MN

- Reiki Level I Practitioner, Devanadi School of Yoga and Wellness, Minneapolis, MN
  - Reiki Level II Practitioner, The Meta Institute
  - Somatic Emotional Clearing Practitioner, Sitaram Das, Berkeley, CA
  - 500-hour CYT trainee, Yoga North International SomaYoga Institute, Duluth MN at Tula Yoga and Wellness, St. Paul MN
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## Inside Out Yoga

- for ages 10–14 years (5th–8th grades)
- for ages 14–19 (9th–12th grades)
- \$12/hour

A Class on Movement & Curiosity.

Yoga isn't about how it looks. It's about how it feels! In this class, we get to explore how our individual Somas (body+mind+spirit) feel, move and operate when we:

- are not paying attention (automatic or habitual)
- begin to slow down and focus with great curiosity from the inside out (building interoception)
- learn gentle ways to move with more freedom, intention and joy.

*Two separate classes: one for middle school and one for high school.*

Proposed by a prospective new instructor.

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## Inside Out: From Self-Study to World Ready

- for ages 17–19 (12th grade)

How to find freedom in yourself and build resilience for everything else. A class series for young adults.

No matter who or where you are in life, life serves up challenges that can oftentimes leave us with even more questions, confusion and doubt. Compounded by regrets about the past and fears about the future, a lot of us are left feeling overwhelmed in the present moment. What we are not necessarily taught at any age in Western culture is that how we handle ourselves during times of doubt and anxiety can make all the difference to how we experience, well, everything.

This class, along with the readings, reflections and group discussions, is designed to get you thinking, feeling and moving with more alignment and purpose within yourself and in the world. Your relationship to all things radiates from the relationship you have with yourself. If that sounds daunting or perhaps too esoteric for where you're at right now, perfect! I will support you in becoming more grounded, gathered and resilient to life's challenges as we explore universal truths through the Yogic Sciences, a complete and wholly secular system of navigating this life with more ease and curiosity.

**Deborah Adele's** book *The Yamas & Niyamas* is a modern take on the ancient yet timeless ethical practices within Yoga. It's an easy-read and an excellent playbook for life. Each chapter is equipped with 4 questions as a guide for exploration, which we will cover together week-by-week in a supportive group atmosphere. Please purchase the book and read the introduction before the start of the class series. I look forward to learning with you all!

Proposed by a prospective new instructor.

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# Fiber Works MPLS — Sarah Beggs and Janet Lewis

In 2018 Janet Lewis and Sarah Beggs launched [Fiber Works MPLS](#), a textile organization in Northeast Minneapolis with a focus on engaging our community in the arts of sewing and knitting handcraft.

**Sarah Beggs** is a skilled coordinator and creator. In her work with the neighborhood children over seven years at the Northeast Minneapolis Farmers Market, she organized a curriculum where each week the children explored the many aspects of agriculture through interactive projects and participatory events. Sarah believes that hands-on learning for young children is the best way to engage their minds and learn new skills. Running the Children's Tent allowed for just this kind of exploration. The neighborhood kids gained insight and understanding of community and agriculture through these fun activities including finger knitting, spinning, and hand sewing.

A lifelong hand knitter, Sarah was VP and then Treasurer of the Minnesota Knitters Guild for three years. Her knitting skills developed by way of training under one of the most creative, innovative teachers in the Upper Midwest, Susan Sari (Sisu Designs) of Ely, MN. Currently, Sarah is working on The Master Hand Knitting Program through The Knitting Guild Association. Sarah holds a BA from Hampshire College in Amherst, MA, and is a co-owner of Roadrunner Records in south Minneapolis.

**Janet Lewis** is passionate about teaching and sharing her love of sewing with young children. She has taught summer camps for kids in St Paul and Chicago over the last three years. Janet's eleven years of work with Macy's 8th Floor Christmas and Spring Flower Shows displayed to the public her skills and professional excellence. Additionally, her work sewing costumes for the Houston Ballet Company offered a unique opportunity to work with children and young adults. She continues to help both large institutions and small companies alike meet their performance deadlines working with both the prop and costume teams.

Janet maintains her own side business, Neighbor Lady Creations, featuring aprons from vintage patterns which she sells at local gift shops and the No Coast Craft-O-Rama. Opening a community-based Fiber Arts center where she can both teach sewing and engage with the local sewing community is the natural evolution of her passion.

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## Costumes and Cosplay

- in-person
- for ages 10–19 years (5th–12th grades)
- a 12-week (15-hour) Fall semester course
- First period *or* Second period

We'll take a look at Anime, cartoons, comic books, manga, TV, and video game characters. Come up with creative ideas to take your drawing from paper to reality. Learn sewing basics. We will take a look at fabric, materials, and tools best used for costumes. We'll spend time with construction, making patterns, cutting, gluing, and finishing. Characters all need props and make-up, so we'll spend some time with prop ideas and how best to make them. Basic make-up techniques and products.

Students will need some kind of drawing tools (pencils, pens, colored pencils) and a sketchbook. Most other materials can be sourced free or very cheaply. Access to a sewing machine is helpful but not required.

Students should bring a sketchbook, pencil, and any other materials students determine needed for their final project to class.



There are weekly fun assignments and challenges. Each class will begin with a short review of the completed assignment and how it might factor into your project. While this is not a graded course, we expect all students to complete all of the assignments to the best of their ability. Success in this course is dependent on students doing work outside of class.

Supplies fee covers fabric for weekly assignments, thread, pins, and sample kits.

Proposed by the instructor.

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## Jennifer Floyd

Jennifer Floyd received her BA in Studio Art from UC San Diego, and her teaching credential from San Diego State University. She has a single subject (K-12) credential in Art, Language Arts, and Social Studies, and taught in private and public schools for 14 years before beginning her homeschooling journey after her two children were born in 2006 and 2007.

She has many diverse interests, having raised sheep, rare breed poultry, livestock guardian dogs, and fiber goats; trained horses, dabbled in gardening, spinning and crochet, enjoys photography, and is an avid reader.

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## Shadow, Light, and Color

- prefer in person
- for ages 12–19 years (7th–12th grades)
- a 12-week (15-hour) Fall semester course
- \$12/hour
- \$45

Explore art through charcoal and oil pastels! The class will begin by learning about tonal values using charcoal, the most basic of artistic materials - which has been used since the Paleolithic era to create some of the earliest human art. Then we will build upon this concept by adding in colors, using the vivid and versatile oil pastels.

The \$45 supplies fee will cover a 48 color oil pastel set, a charcoal drawing set, and heavyweight art paper. Students may wish to bring a long sleeve shirt to wear as a smock.

Proposed by the prospective new instructor who is also the parent of a current PHS student.

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## Art History

- prefer in person
- for ages 12–19 years (7th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

This course will introduce and discuss a variety of periods, cultures, and styles of art-making. Students will have an opportunity to create a project based on their interests, to present in class. There will be a field trip scheduled to visit the Minneapolis Institute of Art.

Proposed by a current PHS student.

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## Medieval History

- prefer in person
- for ages 10–19 years (5th–12th grades)

- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

What was it like to live in the medieval world? Explore medieval history from a cultural perspective, emphasizing arts, crafts, science, and philosophy, with a hands-on approach. Learn to spin with a drop spindle, identify commonly used herbs, and create a sample of an illuminated manuscript!

Proposed by a prospective new instructor who is also the parent of a current PHS student.

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## Tolkien: Poet and Scholar

- prefer in person
- for ages 14–19 years (9th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

J.R.R. Tolkien is best known for his epic novels, *The Lord of the Rings*, and *The Hobbit*; but he also wrote many short stories (Farmer Giles of Ham, Leaf by Niggle, Roverandom) and poems. Delve deeper into the background of Tolkien's works, learn more about his influence on modern fantasy literature, and complete short weekly writing assignments based on class discussion.

Proposed by a prospective new instructor who is also the parent of a current PHS student.

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## Animal Husbandry

- prefer in person
- for ages 10–19 years (5th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

This is the class for learning about domestic and pet animals! What range of vision does a horse have? Why do goldfish prefer friends? How long can a chicken live? Find out the history, care needs, and interesting biology facts of many commonly kept critters, from guinea pigs and hamsters, to sheep, goats, and horses, to cats, dogs, and more! Students will take notes and create an illustrated journal based on their favorite animals

Proposed by a current PHS student.

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## Judy O'Neill

**Judy O'Neill** has been sharing her enjoyment and knowledge of mathematics through teaching homeschool math classes and private tutoring in the Twin Cities for over 12 years. She teaches/tutors elementary and high school math through Pre-Calculus and enjoys working with all levels of math learners, meeting students where they are and helping them to move forward. Judy earned a BA in Mathematics and a BS in Computational Mathematics from Eastern Illinois University, along with an MS in Computer Science from DePaul University and a Ph.D. in the History of Science and Technology from the University of MN. Homeschooling is personal for her, having homeschooled her two daughters through high school and served as board treasurer for Minnesota Homeschoolers' Alliance for several years.

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## Pre-Algebra

- prefer online
- for ages 12–19 years (7th–12th grades)
- a 28-week (35-hour) full-year course

Topics covered include properties of and operations on integers, fractions, percents and decimals, ratios and proportions, and introductions to algebraic expressions, exponents and square roots, linear equations, probability, and geometry.

The course will include lectures, textbook reading, practice problem sets, and formal tests.

Textbook: *Pre-Algebra: An Accelerated Course*, by Mary P. Dolciani.

Required materials: graph paper.

Students must complete weekly homework assignments in order to progress through the material.

A 28-week (35-hour) full-year course. Spring registration is limited to students enrolled in the Fall.

Proposed by the instructor.

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## Algebra I

- prefer online
- for ages 13–19 years (8th–12th grades)
- a 28-week (35-hour) full-year course

This high-school-level course for 8th–12 grades includes a review of basic concepts and properties of numbers and the study of equations and inequalities, polynomials, rational expressions, exponents, radicals, the quadratic formula, and the rectangular coordinate system.

The course will include lectures, textbook reading, practice problem sets, and formal tests.

Prerequisite: Students must have proficiency in basic arithmetic including operations on integers, fractions, and decimals, exposure to exponents, radicals, and other topics covered in Pre-Algebra.

Textbook: *Algebra for College Students*, by Kaufmann and Schwitters (Seventh edition). Algebra I covers chapters 1–7.

Required materials: graph paper.

Students must complete weekly homework assignments in order to progress through the material.

Proposed by the instructor.

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## Kathy Oaks

**Kathy Oaks** is a photographer, author, and educator who is passionate about travel and learning. She has a degree in Psychology from Rice University, teaches photography and public speaking to homeschool students, and is currently the Communications Director and Member Liaison at Planet Homeschool. She's written several books on homeschooling, which can be found at [HomeschoolersNotHermits.com/books](http://HomeschoolersNotHermits.com/books).

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## Photography

- either online or in-person
- for ages 12–19 years (7th–12th grades)

This fun class covers basic photography, from the history of the photographic process and influential photographers to using your camera to best effect today. Assignments will include understanding light and shadow, perspective and focus, composition, emphasizing your subject, using natural light for portraiture, etc. If possible the class will include two field trips during class time.

Required materials:

- Students will need to supply a digital camera. Any camera with adjustable settings for exposure is fine: DSLR, point and shoot, cell phone, tablet. Students should bring cameras to class each week.
- Apps should be installed on cell phones and tablets to adjust shutter speed and aperture, if possible.
- Students will post their favorite photos weekly to a private online space for positive critiques.
- Students will print their two best photos for formatting and display at the end of the semester.

Students should plan to spend at least a half hour per week taking photos outside of class.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Photography Senior Seminar

- for ages 12–19 years (7th–12th grades)

For photography students who want to deepen their knowledge and focus on developing their style further. This senior seminar, facilitated by Kathy Oaks, will help experienced photographers explore topics of interest and work on independent projects.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Social and Presentation Skills

- either online or in-person
- for ages 12–19 years (7th–12th grades)
- a 12-week (15-hour) Fall semester course

Learn to present yourself well! Get comfortable with meeting people, remembering names, making eye contact, learning relaxation skills, speaking to individuals, listening to others, making phone calls, presenting your ideas to small and large(r) groups, and making a convincing case for your point of view.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Kimberly Guedes

**Kimberly Guedes** has been homeschooling for the last nine years. Kim lives on a hobby farm and enjoys caring for animals, making art, and working with children. She is looking forward to teaching at PHS!

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## Drawing

- for ages 10–19 years (5th–12th grades)

Students will learn drawing fundamentals while exploring their personal interests. In-class work will improve drawing skills and help students express their creativity. Each class will have a brief lecture followed by studio work. This class is great for beginning artists as well as more advanced ones.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# Painting

Watercolor, acrylic, or whatever is needed.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Mike Zugschwert

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### Coding

- prefer in person
- for ages 10–19 years (5th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course
- First period or Second period or Third period or Fourth period

Depending on the level of the students, learn Scratch visual based coding, learn traditional coding using Python, design UI using Python libraries, use Python or Scratch to program a LEGO robot.

Students would need an appropriate device for coding.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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### Introduction to Animation

- prefer in person
- for ages 10–19 years (5th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course
- First period or Second period or Third period or Fourth period

Learn about hand drawn frame by frame animation, digital 2d animation, stop motion animation, and 3d animation.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Minnesota Sword Play — Maria Benford and Kailan Benford

[Minnesota Sword Play](#)'s owner and main coach **Maria Benford** has been fencing for over 30 years. She is a rated fencer who has won many national competitions. Coach Maria is a member of the United States Fencing Association and has served as the President and Vice President of the U.S.F.A. Minnesota Division. She has taught and coached fencing to both men and women for more than 20 years during which time her students have often gained regional distinction.

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# Fencing

- in-person
- for ages 10–19 years (5th–12th grades)
- both a 12-week (15-hour) Fall semester course and a 16-week (20-hour) Spring semester course
- First period

Classical fencing emphasizes the practice of the sword as an art, a science, and a recreational activity. Learn the basics of fencing with minimal rules and lots of play. You will learn at a comfortable pace and fence with others of all levels in a fun, safe, active environment.

All fencing equipment is provided.

Students should wear long jogging-type pants, a T-shirt, and tennis shoes, and bring a water bottle.

This full-year course is open to new students for the Spring semester.

- Room for significant student movement (Fellowship Hall).

Proposed by the instructor.

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# Nic Rosenau

**Nic Rosenau** enjoys herding cats, getting ducks in a row, event organizing, and other futile attempts to establish a semblance of cooperative order in our chaotic world. She loves learning, creating, reading, long walks, and waxing philosophical. Her family joined Planet Homeschool in Fall 2015 and were members until her child's graduation in Spring 2023. She began homeschooling in 2006. Prior to homeschooling her child, she worked in interlibrary loan with a pre-internet speciality in finding government documents for library patrons in Minnesota, North Dakota, South Dakota, and Wisconsin. Before that she studied Philosophy and Women's Studies at the University of Minnesota with a special interest in how people use ideologies to justify doing what they ought to otherwise know is wrong.

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# Ethics and Etiquette

- either online or in-person
- for ages 12–19 years (7th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course
- First period *or* Second period *or* Third period *or* Fourth period *or* Fifth period
- \$8/hour

The norms of etiquette are also an ethical code defining what is accepted social behavior and extolling virtues such as self-control, respect, discretion, and kindness. Knowing social conventions can help you feel more at ease as shared customs can reduce misunderstandings and mitigate the potential for conflict. While good manners can be essential for success both socially and economically, those same rules can also be used to oppress, exclude, and silence dissent. Students will learn about historical codes, interpersonal skills, and when arbitrary rules are being used as a weapon against themselves or others.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# History of the Environmental Movement

- in-person
- for ages 12–19 years (7th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course
- First period *or* Second period *or* Third period *or* Fourth period *or* Fifth period
- \$8/hour

People have worried about — or celebrated — the impact of human activities on local climate since the early days of human civilizations, but the understanding that those activities could alter climate on a global scale and make our planet a less hospitable place to live began to take root in the late 20th century. This course will explore the environmental movements of the past with the goal of informing your understanding of how best to address the present. Along the way, we'll also explore the history of grassroots democracy, social justice movements, and nonviolent protest.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## LARP (Live Action Role Play)

- in-person
- for ages 10–19 years (5th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course
- Third period *or* Fourth period *or* Fifth period
- \$8/hour

LARPing is a great way to get exercise while playing outside, build friendships, and improve social and communication skills including problem solving and the art of negotiation. LARPing requires that strategy, creativity, and imagination be used for story writing, world building, and character creation and development (including costume and prop design & construction). Students will work together to create a world, build a storyline, and create characters complete with a backstory and costume. The class will end with a LARP in which students will serve as NPC (non-player characters who advance the storyline) and to which friends, family, and PHS members will be invited.

- Room for significant student movement (Fellowship Hall).

Also consider the alternative proposal for a [PHS LARP Club](#) below.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Nic Rosenau and Séa Blake

**Sea Blake** (Eclipse) has been a YDSC pilot since 2020. They won the overall Advanced YDSC Flying Fall '21 Sim Season and took first in the YDSC Individuals and second in YDSC Pairs with their [Tiny Turbines](#) teammate Squirkit at the [YDSC Flying Fall '21 Regional Championship at Target Field](#). They are an avid maker and nerf modder. They've been part of Planet Homeschool since Fall 2015 and they began homeschooling in 2006.

**Nic Rosenau** enjoys herding cats, getting ducks in a row, event organizing, and other futile attempts to establish a semblance of cooperative order in our chaotic world. She loves learning, creating, reading, long walks, and waxing philosophical. Her family joined Planet Homeschool in Fall 2015 and were members until her child's graduation in Spring 2023. She began homeschooling in 2006. Prior to homeschooling her child, she worked in interlibrary loan with a pre-internet speciality in finding government documents for library patrons in Minnesota, North Dakota, South Dakota, and Wisconsin. Before that she studied Philosophy and Women's Studies at the University of Minnesota with a special interest in how people use ideologies to justify doing what they ought to otherwise know is wrong.



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## Foamsmithing

- in-person
- for ages 10–19 years (5th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course
- Third period *or* Fourth period *or* Fifth period
- \$10/hour
- supplies fee to be determined

Create a suit of armor, shield, boffer (sword), and hand weapons out of foam. Essential construction materials provided but students may wish to bring in embellishments. This is not a boffering class, but the rules of boffering and small unit tactics will be discussed.

Proposed by the instructors who are also a current student and the parent of that current PHS student.

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## Tiny Whoop Drone Racing

- in-person
- for ages 12–19 years (7th–12th grades)
- a 28-week (35-hour) full-year course
- Third period *or* Fourth period *or* Fifth period
- \$12/hour

This is a 28-week (35-hour) full-year course. Fall Semester will be spent learning to fly virtually in the [VelociDrone FPV Racing Simulator](#). Spring Semester will then be for those pilots who are ready to graduate to flying IRL.

Pilots will practice weekly at PHS, in the simulator in the Fall and IRL in the Spring, to improve flight skills such as ladders, split Ss, tunnels, lines, speed reading, turtling quickly, tight courses, wide-open courses, etc. Every week will consist of structured lessons to build skills as well as time to practice what you've learned.

Pilots will also learn how to troubleshoot electrical problems with their drones, how to bind a drone quickly and efficiently, and the essentials for a race-day repair kit. Race-day etiquette, drone safety, and applicable laws and regulations will also be covered.

Pilots should be aware that due to signal interference only 3 drones may fly IRL at any one time, so pilots will take turns.

Students will need to purchase the [VelociDrone FPV Racing Simulator](#) and have a laptop that is capable of running it that they can bring to PHS each week (with a power cord). [Mac OSX 10.14 and up, Linux, Windows 7, 8, and 10 (64 bit only). CPU: Intel I5 3.2ghz. (Minimum: Intel I3 1.7ghz.) GPU: Nvidia GTX 1050ti. (Minimum: Intel HD 530.) Memory: 8GB. (Minimum: 4GB.) Disk: 37GB with additional 18GB during installation. Graphics API: Windows Users: DirectX 11.0, Shader Model 5. OSX: Metal and OpenGL (Not available on Sierra (10.13) and earlier operating systems). Linux: OpenGL.]



All other equipment will be provided but pilots will eventually want to invest in their own gear. A list of recommended gear will be provided.

Pilots may also take part in the YDSC Flying Fall Sim Series and the Soaring Spring MTS Series. These are weekly competitive races (details of which are set by YDSC).

- Room for significant student movement (Fellowship Hall). We would prefer the Fellowship Hall for Spring Semester, but don't need it for Fall Semester. Room 115 would be challenging for Spring.
- On-site storage: We would like to be able to store at least one MTS Gate and a large tub of the PVC MTS track for spring semester only.

Proposed by the instructors who are also a current student and the parent of that current PHS student.

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## Micro Track Smash Tiny Whoop Drone Racing Team

- in-person
- for ages 13–19 years (8th–12th grades)
- a 28-week (35-hour) full-year course
- Third or Fourth or Fifth period or a 2½-hour afternoon course (3<sup>rd</sup>–4<sup>th</sup> or 4<sup>th</sup>–5<sup>th</sup> periods)
- \$8/hour

Micro Track Smash is a team competition from [Youth Drone Sports Championships](#).

New pilots will begin flying virtually in the [VelociDrone FPV Racing Simulator](#) and will progress to flying IRL after passing a simple flight test to demonstrate they have control of their drone.

Pilots will practice weekly at PHS to improve flight skills such as ladders, split Ss, tunnels, lines, speed reading, turtling quickly, tight courses, wide-open courses, battery management, etc. Every week will consist of structured lessons to build skills as well as time to practice what you've learned.

Pilots will also learn how to troubleshoot electrical problems with their drones, how to modify their drones to enhance performance, how to bind a drone quickly and efficiently, and the essentials for a race-day repair kit. Race-day etiquette, drone safety, and applicable laws and regulations will also be covered.

The focus of class time through Friday 28 October will be on laying down times to submit to YDSC leaderboards and practicing for YDSC State, Regionals, and Nationals.

The team is open to novice, intermediate, and advanced pilots. Younger pilots may join the team with permission from the team mentor.

Pilots should be aware that due to signal interference, only 4 pilots can fly at any one time.

### **Additional Dates:**

Pilots should plan on attending YDSC Regionals, State, and Nationals.

1. YDSC IRL Regionals (probably a Saturday in November before Thanksgiving)
2. YDSC Minnesota State IRL Championships (probably a Saturday mid-April)
3. YDSC Nationals IRL Championships (probably a Saturday in early May)

Pilots are encouraged to plan on attending all YDSC IRL races, which YDSC tries to host at least once a month, depending on space and staff availability.

The team will also meet weekly for online practice via [VelociDrone FPV Racing Simulator](#) and [Discord](#) (date and time to be determined). Pilots should expect to practice racing via the [VelociDrone FPV Racing Simulator](#) several times a week if not daily.

Each pilot must purchase the following equipment and supplies independently, but should not purchase anything without first consulting with the team coach.

- a 1S 65mm ducted micro quad drone such as [HappyModel Mobula6 1S Brushless Whoop Micro Drone \(FrSky\) \(19,000 KV / standard\)](#) (~\$110)
- 5 to 10 1S LiPo batteries such as the [Tattu 300mAh HV 1s 75C LiPo Battery - PH2.0 - 5 pack](#) (~\$22/5-pack)
- a battery charger such as the [NewBeeDrone Nectar Injector Smart Charger](#) (this is USB-powered, so you may also need a power brick as well) (~\$15)
- a [Tiny Whoop 1S Discharger for PW/JST2.0 Battery](#) (~\$6)
- a DVR-capable headset or external device for recording FPV video from flights such as the [FatShark Scout](#) (~\$200) or [EV800D 5.8GHz 40CH Diversity FPV Goggles with DVR](#) (~\$100) with a MicroSD card ( plus the cost of a MicroSD card)
- a transmitter such as the [RadioMaster Zorro Radio Controller - 4-in-1 Multi-Protocol](#) (~\$130) or the [BETA FPV LiteRadio 2 SE Radio Transmitter - FrSky](#) (~\$45). Get a comfortable [neck strap](#) for your transmitter as well so that your hands can be free to manage your drone and batteries.
- an active [YDSC membership](#), (~\$100 for the IRL Membership or ~\$125 for both the Full Membership (IRL and Sim))
- enrollment in [YDSC Micro Track Smash](#) (included in your IRL Membership but you may need to sign up for MTS as well — not pay; just sign up)
- a computer with the VelociDrone FPV Racing Simulator app with the Micro Class Quads add-on (~\$30) installed; this should be a laptop that the student can bring to class (along with a power cord)
- Pilots will also need:
  - a Discord account (students may use their parents' [Discord](#) accounts)
  - [YDSC account](#)
  - a pronounceable family-friendly pilot name (without any special characters) which must be used as your Discord nickname on the [YDSC Discord server](#), your VelociDrone user name, and your YDSC account name
  - a repair kit consisting of a prop removal tool (your drone should come with one), a small magnetic screwdriver (your drone should come with one that isn't magnetic), and small needle nose pliers --- your repair kit and race-day repairs will be covered in more detail in class

If funds can be raised to cover rent and insurance, the PHS team may **host an in-person drone racing competition** for area teams. These are typically full-day community-building events where a lot of on-the-spot mentoring happens and social connections between pilots are made or deepened. If the team chooses to host such an event, some class time will be spent on event planning (budgeting, scheduling, marketing, organizing, delegating, etc.) and fundraising strategizing. (If the event is canceled, any donations that cannot be returned to the donors will go to the PHS general fund. PHS is a 501(c)(3) non-profit).

- Room for significant student movement (Fellowship Hall).
- It would be awesome to have two full class periods for the team, but we recognize that is unlikely to happen. If we can have the Fellowship Hall, then we can have pilots practicing on two separate tracks and we can set up tracks like those at Regionals and Nationals for practicing. However, we can do this in the center east classroom (room 115).
- We would want to be able to store at least one MTS Gate and a large tub of the PVC MTS track.

Proposed by the instructors who are also a current student and the parent of that current PHS student.

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## Nerf Modding & Nerf Squad Tactics

- in-person
- for ages 12–19 years (7th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course
- Third, Fourth, or Fifth period
- \$10/hour plus supplies fee (TBD)

Students will learn how to modify their Nerf blasters including learning the various ways that Nerf blasters work. Mods will include performance enhancing and cosmetic changes. Blasters and parts will be provided for at least the first project. Students will learn to mod flywheelers and springers. Students will also learn to work together as a squad for Nerf-based games. Supplies fee covers blasters and parts for the first project. We will discuss group purchases for subsequent projects.

- We would prefer the Fellowship Hall but can work with room 115 (the center east classroom).

Proposed by the instructors who are also a current student and the parent of that current PHS student.

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## Peter Hoh

**Peter Hoh** grew up taking things apart and building forts in his backyard. He graduated college with a degree in English. As a 4th grade teacher in the early 1990s, Peter redesigned the science curriculum to make it hands-on and textbook free. He left classroom teaching to be a stay-at-home dad. For the past 20 years, he's been leading science and engineering programs in informal educational settings (museums, libraries, and after school). He's an active volunteer and occasional instructor at the [Saint Paul Tool Library](#).

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# Designing Solutions to Everyday Problems

- prefer in person
- for ages 10–19 years (5th–12th grades)
- a 12-week (15-hour) Fall semester course
- Third period
- \$12/hour
- \$15

Students will learn to use the engineering design process to identify problems and then design objects that address those problems. We will examine problems from different viewpoints. Students will progress from an idea to a drawing to a prototype. We will develop skills for making things out of inexpensive materials such as cardboard and modeling clay. Along the way, students will have multiple opportunities to strengthen their problem-solving skills.

Background and additional information: I used to teach a popular class called "Wacky Inventions." We'd start out with an initial lesson about mousetraps, an age-old problem for which people have invented many solutions. We then proceeded to make various "inventions" such as a box that set off an alarm when the lid was opened.

Over time, I learned to distinguish between invention and design. Perhaps I am being too fussy about language, but inventing something seems like an intimidating goal for a class. Once we understand the difference between invention and design, however, the idea of creating a new design seems like an achievable goal. For instance, the toothbrush holder has already been invented, but there's still an opportunity to design a better toothbrush holder that addresses the particular issues your family might have with their current toothbrush holder.

I approach this as a low-tech class. I will provide materials such as cardboard, modeling clay, pipe cleaners, craft sticks, and string along with appropriate tools. Students may opt to refine their prototypes with different materials, which may involve learning to use additional tools or processes, some of which might be beyond the scope of this class. If a student has an idea for a project that involves electronics (an Arduino, for instance) I will support them as much as I can, but they will have to provide their own electronic components and may have to reach out to other people who know more than I about electronics.

Part of learning to design is developing empathy for how others interact with the world. The fact that stairs are not a barrier for me shouldn't prevent me from seeing that they are a barrier for other people and taking that into consideration when designing a building.

Students might be assigned a homework task that involves recording how other people use an object. If their project is to design a key rack, it may be necessary to measure the heights that different family members consider convenient. If there are children under the age of three in the family, students will need to check that their project won't create choking hazards.

Here's an example of a design challenge that I am currently working on. In the 30 years that I've been teaching students in the 6-12 age range, I've noticed that many of them struggle to tear a piece of tape off of a roll of masking tape. This is a constant source of frustration for my students and I've never had a good solution. There are tabletop masking tape dispensers that work fairly well, but they are heavy and expensive. (My 3M C22 Heavy Duty Tape Dispenser weighs nearly 5 pounds and costs about \$100 new.) For the past month or so I have been designing a lightweight masking tape dispenser. I will be bringing it to PHS in the upcoming weeks and hope to get feedback on the design from several families. The next step of this process will be producing a second round of prototypes which I hope to be able to lend to families to use at home.

*Note: This course was originally titled: Design, Build, Test: Everyday Objects.*

Proposed by the instructor.

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## Design, Build, Test: Structures

- in-person
- for ages 10–14 years (5th–8th grades)
- a 16-week (20-hour) Spring semester course
- Third period
- \$12/hour
- \$15

Use the engineering design process to explore materials and structures. We will work collaboratively to build structures out of various materials such as paper, cardboard, and wood. Then we'll test our structures to see how they respond to forces. We will analyze what works and what doesn't to learn how we can make better structures.

- Room for at least 3 tables

Proposed by the instructor.

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## Sara Segar

Sara Segar has been in experiential education for 15 years. She worked at a student-led project-based learning high school in St. Paul for 10 years, left a few years ago to be home with her own young children, and in that time started [Experiential Learning Depot](#).

Sara creates experiential resources and digital courses for high school teachers and homeschool parents. She also consults with schools and experiential program developers.

Sara was not homeschooled, does not homeschool her own children, and has previously taught at a homeschool coop. Her own children, however, do their own project-based learning experiences at home. She became familiar with the homeschool community after she started [Experiential Learning Depot](#). Homeschoolers began reaching out to her for more information about how to apply experiential learning at home. She works with homeschool parents as much as she works with school teachers.

Her teaching philosophy in a nutshell is that learning happens through experience, reflection, and more experience. For learning to take place, she believes students need to find meaning and purpose in what they're doing, which is why she takes an authentic, real-world approach.

Her website is [www.experientiallearningdepot.com](http://www.experientiallearningdepot.com). You can find blog articles, free resources, and sample curriculum there.

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# Student-Led Project-Based Learning

- in-person
- for ages 14–19 years (9th–12th grades)
- a 12-week (15-hour) Fall semester course
- Second period or Third period or Fourth period
- \$12/hour = \$180/fall

I want you to imagine having the skills and confidence to develop a learning experience around your own passions and aspirations in life! Project-based learning is a powerful, real-world, and authentic approach to doing just that. In this workshop, you will build the skills to design, manage, and lead your own project-based learning experiences. Every learner will develop and execute one PBL based on personal interests, strengths, challenges, goals, and more as I facilitate, coach, and guide the overall experience. You will complete the workshop with the skills and wherewithal to manage all of life's projects, from applying to colleges to hosting a dinner party. You can even infuse self-directed project-based learning into your homeschool structure!

Every student will need a working computer and wifi for this workshop.

I will not ask for a supplies fee, however, because student projects are personalized, I would like to make a note for parents that some supplies may need purchasing down the line. For example, if a student decides to incorporate painting into their PBL, they will be asked to provide the materials. It is absolutely possible to design projects that require no additional supplies if you think that would be the best way to approach this.

Proposed by a prospective new instructor:

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## Shakespearean Youth Theatre

### Lukas Brasherfons, Maria Signorelli, and Logan Verdoorn

**Lukas Brasherfons** is a director/dramaturg based in Minneapolis. With [Shakespearean Youth Theatre](#), he has directed *As You Like It*, *The Two Gentlemen of Verona*, as well as the Dream Project audio dramas of *Romeo and Juliet*, *Troilus and Cressida*, and *A Midsummer Night's Dream*. His dramaturgical endeavors include work with American Players Theatre, Writers Theatre, the Iowa New Play Festival, the Den Theatre, Mary-Arrchie Theatre Co, Next Theatre, Raven Theatre, Mercury Players, Broom Street Theater, Chicago Dramatists, and Northlight Theatre. Lukas has a BFA in Acting with a minor in Stage Combat from Columbia College Chicago, as well as an MFA in Dramaturgy from the Iowa Playwrights Workshop.

**Maria Signorelli** joined [Shakespearean Youth Theatre](#) as Managing Director in 2021. She has worked in the Twin Cities as a stage manager, actor, and theatre arts educator, including GREAT Theater Summer Camps, Red Bird Theater, Rough Cut Shakespeare Company, Collective Unconscious Performance, and The Grumble Theater. She has also taught creative writing for teens and adults at The Loft Literary Center, Minneapolis Institute of Art (through a partnership with Pathways), STAR Academy and Planet Homeschool Co-op. She is the co-founder of YAPride.org, a website dedicated to supporting and promoting Young Adult novels that feature LGBTQIA+ characters. Maria holds a BA in Theater from Mount Holyoke College in Massachusetts.

**Logan Verdoorn** is artistic director of [Shakespearean Youth Theatre](#) (SYT), a youth performance company and education program based in the Twin Cities. He has worked nationally and internationally as an actor, director, and educator, with a particular focus on Shakespeare in translation, cross-cultural collaboration, physical theater and devised work. Before developing and directing SYT's programs and productions, Logan was Theater Coordinator at New York University Berlin, where he conceived and implemented award-winning student programming while directing original, multi-lingual productions with students from NYU and local Berlin high schools. He also worked with Tisch School of the Arts to create 'Stanislavsky, Brecht and Beyond', NYU's advanced actor training program in Berlin. Logan is a graduate of Tisch School of the Arts' drama department.

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# Adapting Epic Poetry: Shakespeare's *Venus and Adonis* with Lukas Brasherfons

- prefer in person
- for ages 13–19 years (8th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course
- Second period
- \$10/hour

In this class, students will dissect Shakespeare's incredible yet underrecognized epic poem *Venus and Adonis* and work to create a draft of an original theatrical adaptation of the piece. Through close reading, dramatic consideration, and literary analysis, students will explore the uniquely exciting world of Shakespeare's narrative poetry and hone their skills in devised theatre by taking a text not meant for the stage and creating a draft of a theatrical rendition. Shakespeare's mythological poem tells the story of romantic pursuit at the beginning of time, and is rife for theatrical exploration due to its elements of action, passion, and tragedy. The class will culminate in a staged-reading of the original adaptation created by the group.

Proposed by the instructor.

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## Shakespearean Youth Theatre with Logan Verdoorn

The course proposal submitted by SYT is [Adapting Epic Poetry: Shakespeare's \*Venus and Adonis\* with Lukas Brasherfons](#).

Proposed by a current PHS student.

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## Suzanne

**Suzanne** Sensei enjoyed Japanese in high school and continued language studies at the U of MN as well as two years of study at a university in Japan. She feels very fortunate to have been able to continue using her skills working with Japanese tourists in Hawaii as well as through keeping in touch with friends worldwide.

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# Japanese

- for ages 12–19 years (7th–12th grades)
- a 28-week (35-hour) full-year course
- preferably online

Konnichiwa! Take your interest to the next level and learn Japanese. You will learn to speak and listen through practical conversation you can use daily as well as fun cultural activities and exploration. We will master the complete set of Hiragana and Katakana through writing and reading material relevant to our conversation and cultural exploration. A few key Kanji will be incorporated with a goal of recognition as well as an entry to writing and reading for those who want to extend their studies. There may be separate classes or learning segments geared toward beginners or returning students as needed. There will be homework and resources provided to continue to practice throughout the week. This is a 28-week (35-hour) full-year course. Spring registration is limited to students enrolled in the Fall.

Proposed by the instructor.

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# Astronomy

- for ages 13–19 years (8th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course
- preferably online

An introduction to modern astronomy and the universe as a whole. We will start with our own solar system and venture out to explore stars, galaxies, black holes, quasars, and more. We will delve into answers to big questions like: Are we alone in the universe? What exists outside our galaxy? How do stars evolve and die? What is the fate of the universe? What do we know and how do we know it?

Proposed by the instructor.

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# Theresa Redfern-Hall

**Theresa Redfern-Hall** graduated from a women's liberal arts college. She has a Bachelor's in Paralegal Studies and has spent time working on an MA in Library and Information Science at the College of St. Catherine. Over the years, Theresa has worked as a legal assistant in a law office, an advocate for battered women, a court reporter and bailiff for county court judges, and a volunteer coordinator for a women's shelter.

Theresa has taught at Planet Homeschool since 2008. She loves working with the students and helping them make connections between their lives and history. Since not every student learns in the same way, her goal is to present information in a variety of forms and mediums that appeal to all types of learners. She has even been accused of making history "fun." Currently, she is involved in freelance work, teaching classes for homeschoolers, learning to weave, genealogy, and gardening. Theresa and her spouse live in S. Mpls with their three children ages 20-24, a Newfoundland, a Cavalier, and a cat. She loves learning and teaching about history and loves to buy lots of history books. Her motto for life and learning is "Question everything." Find out more about her classes at her website [www.homeschoolingclasses.com](http://www.homeschoolingclasses.com).

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# Ancient World History

- for ages 12–19 years (7th–12th grades)
- a 28-week (35-hour) full-year course

Utilizing the approach of looking at world history as a big picture, this class will challenge students to view world history as part of the larger patterns of historical change. From Pharaohs to the Great Wall of China, the Rise and Fall of the Roman Empire to William the Conqueror, the black death, Renaissance and the great civilizations of South America and everything in between students will dig into world history. This class will focus on “nine big eras” of historical change and the patterns of Humans and the Environment, Humans and Other Humans, and Humans and Ideas. The class incorporates primary source documents, a class “time travel” presentation and in-class activities. This full-year course will accept new students for Spring Semester.

Proposed by the instructor.

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# Medieval History

- for ages 10–19 years (5th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

What happened after the fall of Rome and before the Renaissance? The Medieval period or Dark Ages! This class will take us back to the time of castles, warlords, knights in battle, and catapults. We will look at the how & why castles were built and examine the types of weapons used. We will discuss how siege warfare was conducted and how armies used biological warfare even during this time period. We'll spend some time looking into the Vikings, illuminated manuscripts, and some pretty gross jobs that people had. You will learn to weave and make candles and sample some medieval food. We will also discuss the Black Death (plague) and its impact on Europe. We may even have time to build a siege weapon! Students will need access to Theresa's website [homeschoolingclasses.com](http://homeschoolingclasses.com) in order to access readings and assignments.

Proposed by the instructor.

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# Modern American History: Reconstruction to 1980

- for ages 13–19 years (8th–12th grades)
- a 28-week (35-hour) full-year course

Using the amazing power of hindsight we will look at events and decisions that shaped Modern American History! We will use primary documents, art, literature, movies, web sources, to analyze our more recent US history. Students will engage in class discussion and challenge themselves and each other to view history through the eyes of those who lived it.

- |                                   |                      |  |
|-----------------------------------|----------------------|--|
| 1. Reconstruction Era             | 13. Sacco & Vanzetti | 25. The Home Front                     |
| 2. Robber Barons or Job Creators? | 14. Scopes Trial     | 26. After the Good War                 |
| 3. Industrialization              | 15. KKK is back      | 27. The 1950's                         |
| 4. Labor & Unions                 | 16. Gangsters        | 28. Civil Rights....What Civil Rights? |

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|----------------------------------|-------------------------------------|------------------------------|
| 5. Strikes                       | 17. Hoover, Love<br>him....hate him | 29. Cuban Missile Crisis     |
| 6. Spanish American War          | 18. Crash                           | 30. Civil Rights Movement    |
| 7. Progressivism- What is<br>it? | 19. Great Depression Part 1         | 31. Vietnam                  |
| 8. Isms                          | 20. Great Depression Part 2         | 32. Black Panthers           |
| 9. Colorado Wars                 | 21. Causes of WW2                   | 33. 1970's                   |
| 10. A cheese Sandwich and<br>WWI | 22. The Last Good War               | 34. Nixon                    |
| 11. Women's Suffrage             | 23. World War 2- The<br>Japanese    | 35. Iran Hostage             |
| 12. Roaring 20's                 | 24. Manhattan Project               | 36. We Didn't Start the Fire |

Proposed by the instructor.

## Modern World History and Current Events

- for ages 12–19 years (7th–12th grades)
- a 28-week (35-hour) full-year course

A look at the events in the world from approximately 1945 until today. This class analyzes recent historical events that have had a direct impact on current world events. Examples include how decisions made in the Middle East following WWII contribute to the current conflict between Israel and Palestine; the Soviet Union, the United States, and the Cold War and how power struggles still continue even after the fall of the Soviet Union; how the fall of the Soviet Union has led to increased uncertainty around nuclear weapons; China's rise as an economic superpower; Iran and the United States and the complicated relationship between the two countries; the emergence of South American countries in the world economic system. What is the Doomsday Clock and is it still pertinent today? In addition, we'll study Africa and the numerous military coups and India's growth and influence in the world. We will also look at and analyze current events making headlines during our class sessions. Students will need to be able to access current news and be willing to share that information in class.

This full-year course will accept new students for Spring Semester. New students may review Fall Semester topics at [homeschoolingclasses.com](http://homeschoolingclasses.com) or just jump in and start. If a Fall Semester topic comes up in class, Theresa will direct new students to the materials for the previous discussion. Students will need access to Theresa's website [homeschoolingclasses.com](http://homeschoolingclasses.com) in order to access readings and assignments

Proposed by the instructor.

## Women Throughout History

- for ages 12–19 years (7th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

Throughout history, women have comprised about 50% of the human population. However, if you read history, even a little bit of history, you soon realize that women are rarely mentioned. Why is that? Well, this class will introduce you to some of history's most amazing women as well as the impact of women in everyday life. We will look at women in Africa, China, Europe, the Americas, even the Antarctic! The

dates will cover ancient history to the modern day. We will discuss the importance of women in history even though they did not receive the official acknowledgment that men received. So let's change that and check out these women in history.

Proposed by a current PHS student.

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## **LGBTQ+ History**

- for ages 12–19 years (7th–12th grades)
- either a Fall or Spring Semester course

A student-requested class that will take a historical and sociological look at how cultures have embraced, accepted, rejected or ignored people who were non-heterosexual. We will utilize writings, films, literature about and by LGBTQ+ people and study individuals who did not live as heterosexual. We will look at major events in history that have shaped and impacted how society views the LGBTQ+ community and how the LGBTQ+ community sees itself. Some of these recent events may include the Holocaust, Stonewall, AIDS, and the Marriage Equality Movement.

Class will require student input as to specific areas of interest.

Proposed by the parent, guardian, or caregiver of a current PHS student.

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## **Toxic Gifts: The History of Poison / Poisonous Gas**

- for ages 12–19 years (7th–12th grades)
- Fall semester

A history of poison, is the history of humanity. This class will look at how poison has been used to both kill and save people. We will look at poison in art and literature and real life. The class will explore famous poisoners, their victims and how one famous poisoner from thousands of years ago still has an impact on us today. Join us as we move through time and poisons!

Proposed by a current PHS student.

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# Ethics of the Apocalypse

- for ages 12–19 years (7th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

Are you prepared for the Zombie Apocalypse? Join us and find out!

What is an apocalypse? According to the dictionary, an apocalypse is the complete final destruction of the world, as described in the biblical book of Revelation, or an event involving destruction or damage on an awesome or catastrophic scale. Thankfully most individuals never experience an apocalypse. But, what would we do if one happened to us? This class will explore ethics before, during, and after an apocalyptic situation. We will discuss potentially real and some fantastical situations too, hint, a zombie apocalypse! We will examine theories about human nature being good or bad. We will also look at why some people make heroic sacrifices and decisions and others make very selfish ones. We will look at some real-world disasters that were apocalyptic for those involved and discover how those individuals dealt with life and death situations.

This class will also discuss the trends of “prepping” and “survivalism”. Students will be presented with opportunities to make decisions in simulated apocalyptic situations and then debrief and discuss their thoughts and choices after the simulation. You will also learn some great practical skills you can use. Join us for this fun, thought-provoking class!

Students will need access to Theresa’s website [homeschoolingclasses.com](http://homeschoolingclasses.com) in order to access readings and assignments.

Proposed by the instructor.

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# Great Decisions: America's Global Affairs

- for ages 12–19 years (7th–12th grades)
- a 16-week (20-hour) Spring semester course

Using the Foreign Policy Institute’s Great Decisions curriculum (the year’s topics are announced in early January), this class will delve into topics such as energy geopolitics, war crimes, China and the U.S., Russia and the U.S., economic warfare, politics and drug policy in Latin America, global famine, Iran, climate migration and climate change, and outer space. We will also discuss local and national news in each class. Discerning media bias, the use of multiple news sources, and fact-checking will also be part of the class. This class carries on with a current events theme from the previous semester, but can be taken as a stand-alone class.

Students will need access to Theresa’s website [homeschoolingclasses.com](http://homeschoolingclasses.com) in order to access readings and assignments.

Proposed by the instructor.

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## Mock Trial

- for ages 12–19 years (7th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

Have you ever tried to persuade someone to change their mind but were unable to present a good argument for your case? Do you like to solve puzzles or find answers to questions? Have you ever wondered how the legal system works or thought about being an attorney? Would you like to be more comfortable speaking in front of people? If you answered yes to any of these questions, this may be the class for you! Students will learn about the origins of law and the basics of the United States' judicial system. The class will look into how laws have been made throughout history and how lawmaking has evolved. We will then explore legal terms, courtroom etiquette, and individual roles involved in legal proceedings and trials. Students will explore and examine several actual court cases and then actively participate in three to four mock trials (time/class-dependent.) Court roles will alternate among students for each mock trial. The cases litigated will increase in complexity as the class term proceeds.

(Students who have taken this class previously can take it again, new court cases will be used.) Students will need access to Theresa's website [homeschoolingclasses.com](http://homeschoolingclasses.com) in order to access readings and assignments.

Proposed by the instructor.

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## Tim Hereid

**Tim Hereid** is a licensed teacher, homeschool educator, private tutor, writer, and passionate learner who has worked with homeschoolers in Maine, New York, Wisconsin, and Minnesota over the past fifteen years. He grew up in south-central Wisconsin, attended the University of Wisconsin-Madison, and received his Master's in Education from Hamline University in St. Paul. He is a passionate homeschool advocate, a proponent of project-based learning, and absolutely loves teaching and learning.

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## Drawing Fantasy Maps and Tokens

- for ages 10–19 years (5th–12th grades)
- First period *or* Second period

Create dynamic battle maps, sprawling cities, modest hamlets, rugged mountain-scapes and paths through dense and dangerous forests. This course is great for anyone who loves drawing, role-playing (as a GM or player) and imagining new worlds. Whether you'd simply like to learn how to better draw a tree or rock or you'd like to create an entire continent of maps, this is the class for you.

Using analog methods of creation (with an option for digital creation depending on access to enough devices), this class will teach students how to create maps for role playing, imaginative play and just plain fun. Course maps can be used for both in-person or online play.

We will use the "Paint-Night" method of instructor-led creation for the beginning of class before students can spin off on their own projects.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# Revolution: A World History

- for ages 10–19 years (5th–12th grades)
- First period *or* Second period

Revolt is a constant theme in world history. While revolutionary movements might have slightly different goals and begin for slightly different reasons, they have much in common. Revolutions begin from an act of government violence and erupt as a result of further state-sponsored violence.

In this course, we'll study various revolutions throughout world history with additional special focus on the 20th century, the revolutions of 1968 and the recent "Arab Spring". Students will get a sense of the causes, demands and success of various revolutionary movements through discussion, debate, mini-lecture, videos, reading and role play.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# Public Speaking

- for ages 10–19 years (5th–12th grades)
- First period *or* Second period

Clear communication is a prerequisite to life in the 21st century. While much of academics is focused around writing, learning to speak effectively, persuasively and to tell a good story is crucial tools. Such skills can be applied to social events, job interviews and meetings in professional environments.

In this active speaking course, students will prepare three major speeches—expository, persuasive and narrative--and deliver them to the class. Students will go through a step-by-step process to create and deliver their speeches. Through Socratic Seminar, in-class mini-speeches and other activities, students will have multiple opportunities to become comfortable speaking in front of others even before delivering their larger speeches to the whole class.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# College Essay Writing

- for ages 12–19 years (7th–12th grades)
- First period *or* Second period

Drawing on his two decades of work with college-bound students, Tim will work with students to write their best college essay. The college essay gives college-bound students a chance to show a bit more of themselves, their personality and their outlook to colleges. A look at the Common App prompts and conversations with college admissions officials tells us colleges are interested in who students are as well as their writing ability, accomplishments, failures and lessons learned. This course will guide students through the essay writing process and will result in each student finishing a polished essay for college.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Creative Writing: Fantasy

- for ages 10–19 years (5th–12th grades)
- First period *or* Second period

Fantasy is the oldest form of story-telling. From the creation stories of the Dakota to the Epic of Gilgamesh to The Odyssey to Beowulf, we have always found comfort in tales of brave heroes and hideous beasts, of new worlds and ancient magics, of powerful rulers and epic dangers.

In this class we will read, write and maybe even publish fantasy. We'll take a look at the most powerful tropes (story types) in fantasy writing, read masters of fantasy like Alice Bradley Sheldon, Neil Gaiman and Susanna Clarke. We'll talk about keeping dragons, casting spells, wielding swords, defeating tyrant kings, encountering the fae, contending with demons, avoiding imps and defeating wizards. We'll write long and short fiction, as preferred by the individual student.

Students will write in each class period and have writing homework. In class, we will share our work. We will encourage positive, constructive critique that leads the writer to write more.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Creative Writing: Science Fiction

- for ages 10–19 years (5th–12th grades)
- First period *or* Second period

Someday we'll live in a world with artificial intelligences, regular space travel, advanced technology or maybe even aliens, dystopian societies and interplanetary governments. For now, we just get to write about it.

In this class we will read and write science fiction. We'll take a look at the most powerful tropes (story types) in science fiction writing, read masters of science fiction like Isaac Asimov, H.G. Wells and Alice Bradley Sheldon as well as contemporary authors of science fiction. We'll talk about rebellious robots, exploring and living on Mars, fighting aliens, traveling at light speed, and integration between humans and computers. Students will write in each class period and have writing homework. In class, we will share our work. We will encourage positive, constructive critique that leads the writer to write more.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# Creative Writing: The Short Story

- for ages 10–19 years (5th–12th grades)
- First period *or* Second period

At the heart of every person is a story. You have a story you want to tell. You may not even know it. This class will help you tell it and many others.

This class will help students develop short stories and novels through a positive, helpful and confidence-building critique method used in writer's groups around the world. Students can expect to do lots of writing, some revision and to regularly celebrate theirs and others' writing.

Students can come into class with their own ideas, but that is not required. Through quick, fun and engaging writing prompts and activities, students will be able to develop a number of ideas and pick from them to get started writing.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# Essay and Nonfiction Writing

- for ages 12–19 years (7th–12th grades)
- First period *or* Second period

If you love writing, or if you hate writing, this class is for you. In school, college, life and work today, writing is more important than ever. Everyone has to be able to write.

Through fun, focused activities, students in this class will build their skills in writing about life, personal experiences, and serious current events. Together, we will write a descriptive essay, a persuasive essay and an analysis essay as well as a "choice essay" for the last part of the course. Students will have input/choice throughout the course on the topic of their essays.

Successful communication through writing just requires practice, confidence and knowledge. Because of this, we will spend some time on the fundamentals of writing, including basic grammar, punctuation, sentence structure and essay structure.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# Debate: Contemporary Moral Problems

- for ages 10–19 years (5th–12th grades)
- First period *or* Second period

This debate and philosophy course focuses on the moral controversies of our day and developing one's own ethics. We will briefly look at different philosophical theories about what it means to be ethical and then move on to discuss a series of ethical dilemmas. Students will ultimately choose the ethical issues we will debate. Possibilities include war and violence, animal rights, abortion, the death penalty, euthanasia and many other contemporary moral problems. We will in addition, touch upon other current events in ethics that arise as the semester progresses. Throughout the semester, students will work to hone their debate skills and develop their own personal philosophy of ethics. This is an integrated English and Social Studies course.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Sign Language for Beginners I & II

- for ages 10–19 years (5th–12th grades)
- a 28-week (35-hour) full-year course
- First period or Second period

This introduction to Sign Language will walk students through the fundamentals of this dynamic and complex form of communication. Taught just like a first year course in any language, this class will teach grammar, usage, vocabulary and “survival” sign language to beginning students. Class will be taught simultaneously in English and Sign Language, providing students a language-intensive environment in which to learn. Students will learn how to negotiate basic social situations in sign language and to talk about themselves, their environment, travel, food, clothing, and everyday tasks, among other topics. As Tim’s brother-in-law is deaf and Tim’s sister-in-law is a sign-language interpreter, he regularly uses sign language and has been building his fluency over the past ten years.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Sign Language, Beginning/Intermediate III (*ASL Level 2*)

- for ages 10–19 years (5th–12th grades)
- a 28-week (35-hour) full-year course
- First period or Second period

This beginner/intermediate Sign Language course is for students who have taken Sign Language I or II or feel confident enough to take a course taught about 50% in ASL. Students are expected to know fingerspelling, numbers, colors and about five hundred basic signs. This class will teach grammar, usage, vocabulary and “social” sign language to beginning/intermediate students using lecture, practice, activities, role play and a host of other methods. Classes will be taught simultaneously in English and Sign Language, though ASL will be used more often than in earlier classes, providing students a language-intensive environment in which to learn. Students will leave with a greater command of vocabulary, ASL use in various social situations and improved fingerspelling. As Tim’s brother-in-law is deaf and Tim’s sister-in-law is a sign-language interpreter, he regularly uses sign language and has been building his fluency over the past ten years

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Economics for Life

- for ages 10–19 years (5th–12th grades)
- First period or Second period

How likely is it that you’ll be rich when you grow up? What kind of job will you have? How does the apple you eat get from the tree where it grows to your kitchen counter at home? Where is most of the world’s steel made? Why do most drug dealers live with their moms? Why do some sunglasses cost \$10 and others cost \$1200?

We’ll answer these and many other questions in Economics 101. We’ll explore and learn fundamental concepts of economics like supply and demand, incentives, division of labor, specialization and opportunity cost and use that knowledge to better understand our lives and our world.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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# Artificial Intelligence is Going to Change Everything: How AI Will Affect the Way You Learn, Work and Live

- prefer in person
- for ages 12–19 years (7th–12th grades)
- a 12-week (15-hour) Fall semester course
- First period
- \$16/hour

This class will introduce students to the future of artificial intelligence and its potential impact on education, work and everyday life. Students will learn about different types of AI technologies, such as machine learning and natural language processing. Topics will include AI for writing, image production, 3D printing, personal assistance, robotics and more. The class will also explore the ethical and societal implications of AI. Through projects and discussions, students will gain a deeper understanding of the possibilities and limitations of AI and develop skills in using AI tools to enhance their own learning and life.

Proposed by the instructor.

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## Futurology: The Future of Everything

- for ages 10–19 years (5th–12th grades)
- First period *or* Second period

It is not uncommon today to hear someone say “We’re living in the future.” The digital revolution, the mobile revolution and advances in computing, manufacturing innovations like 3D printing, ubiquitous cheap quality goods and space travel are all examples of the future coming to us now.

This class will explore near-future technologies, events and trends like self-driving cars, the “end of work”, teleportation, living in space, micro-living spaces among many others and give students a chance to research and create their own predictions of the future.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Space Travel and You

- for ages 10–19 years (5th–12th grades)
- First period *or* Second period

We live in an exciting time for space travel. In our lifetimes we’ll see private moon missions, the colonizing and possible terraforming of Mars, explorations of distant solar system objects like “2014 MU 169” and the mining of asteroids for precious metals. Companies like SpaceX and Blue Origins are welcoming in a faster, cheaper and more awesome chapter of space exploration by creating reusable rockets and space planes. NASA is the most successful space program anywhere in the world and is sending out probes, orbiters and landers faster than ever before. Organizations like the European Space Agency, CERN, NASA and others are discovering more about the nature of our universe and the possibility of life on other worlds.

This class will explore all of these topics and more. Students will engage in discussion and debate about the impact of new technologies, alien life and space travel on society. They will engage in hands-on activities and group work, write, watch videos, listen to mini-lectures and most importantly, tap into their sense of wonder about the vastness of our universe.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Human Geography: How Where You Live Determines Who You Are

- for ages 10–19 years (5th–12th grades)
- First period *or* Second period

What does where I live have to do with who I am? How does the mortality rate in my hometown affect my chances of living a long life? How does Gross Domestic Product affect my chances for getting a job after high school or college? Why does it matter where I'm "from?"

Answer these and hundreds of other questions in this rigorous course that teaches the core concepts of high school geography, employing each of the Minnesota academic geography standards. Students will engage with geographic data, create their own maps, be able to identify major landforms (and nations and capitals), learn to negotiate latitude and longitude, learn the important geographical locations and features of our globe, debate global issues related to geography, use place as a lens through which to understand the world and produce a final project of their own choosing.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## United States Geography for Everyone

- for ages 12–19 years (7th–12th grades)
- First period *or* Second period

You live in one of the most interesting and ecologically diverse places on Earth, but what do you really know about the United States? Where have you been in the United States? What are the top three US locations you'd like to visit next?

The United States is the third largest nation by both population and by land mass. It hosts one of the most diverse national ecologies in the world including desert, rainforest, tundra, forests, plains and highlands. It is also the most racially, religious and ethnically diverse place in the world.

In this course we'll discuss the physical and human geography of the United States, how diverse groups of people interact with the natural environment to produce the US landscapes (human and physical of the U.S. and Canada. We'll learn states, capitals, rivers and mountains and also patterns of human settlement, economic activity, and land use.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Dr. Tom Anderson

A Hamline University chemistry professor for over 15 years, woodworker, and long-time LEGO enthusiast, **Dr. Tom** brings a fascination with the natural world to help his students teach themselves how to learn and study.

## PHE Three Year Science Rotation Idealized Plan

|        |                       |                         |  |           |
|--------|-----------------------|-------------------------|--|-----------|
| Year 1 | High School Biology   | Middle School Chemistry | Elective Physics (Backyard Ballistics) | 2022–2023 |
| Year 2 | High School Physics   | Middle School Biology   | Elective Chemistry                     | 2023–2024 |
| Year 3 | High School Chemistry | Middle School Physics   | Elective Biology                       | 2024–2025 |

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### Biology — Middle School

- for ages 10–14 years (5th–8th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

Dr. Tom is willing to teach other science classes, but [High School Physics](#) and [Middle School Biology](#) are next in [the lineup](#).

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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### Chemistry — High School

- for ages 12–19 years (7th–12th grades)

Chemistry as a discipline is concerned with matter, change and energy. Beginning with a look at atoms and the periodic table, students will develop an understanding of how and why atoms arrange and rearrange themselves into the matter that is all around us. Topics include states of matter, heat and energy, behavior of gases, and chemical reactions. The course will also examine chemical kinetics and dynamic equilibrium. Demonstrations and hands-on experiments will allow students to practice careful observation and measurement skills, with attention given both to descriptive and quantitative work. In addition to topics such as acid/base chemistry, batteries and electricity, food and fuels, and the laws of thermodynamics, students will learn about stoichiometry and the forces that hold matter together.

The textbook we will be working from is [Chemistry 2e](#) from the OpenStax project. The book is freely available as an online textbox or as a pdf but is also available in printed form. It is a college-level textbook, so interested students will be able to easily go into greater depth on particular topics if they wish.

Students should bring a notebook and pencil or other note accommodations to class plus wear long pants, long-sleeved shirts, and closed shoes on lab days.

2 to 3 hours a week of homework.

Prerequisites: Basic algebra knowledge

Proposed by a current PHS student.

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## Physics — High School

- for ages 14–19 years (9th–12th grades)
- a 28-week (35-hour) full-year course

Dr. Tom is willing to teach other science classes, but High School Physics and [Middle School Biology](#) are next in [the lineup](#).

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Physics — Middle School

- for ages 10–14 years (5th–8th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

Proposed by a current PHS student.

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## Principles of LEGO Design

- for ages 10–19 years (5th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

Want to take your LEGO-building skills to the next level? In addition to plenty of free-form activities to exercise students' creativity, this class will explore construction techniques and the design process, including the use of free computer-based tools.

LEGO pieces will be provided for use in class. Students are also welcome to bring in their own creations from home to show off.

Proposed by the instructor who is also the parent, guardian, or caregiver of a current PHS student.

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## Trina Greene, M.Ed.

**Trina Greene** started teaching in 2005 as a Kindergarten teacher. After spending many years in the K–12 setting (4th, 6th, 7th GT), she searched and found her passion in Higher Education. She currently is a Faculty Dean and Instructor at Southern New Hampshire University. She enjoys working with Freshmen as they start their journey into higher education.

In 2005, she graduated from the University of Minnesota (GO GOPHERS) with her B.S. in Elementary Education and in 2008 with her M.Ed. in Mathematics Education. She is ABD in Higher Education Administration.

She lives with her husband who is a Software Engineer for Microsoft (Github) and her 11 year old daughter, Ella, who participates in PHS. Oh and don't forget her two adorable siamese cats, Russell and Burn-E (She promises they are not like those siamese in Lady in the Tramp). She loves all things nature so you will find her 95% of the time enjoying the great outdoors. Most days during PHS she uses the time to go for a long-run. Marathon training is a passion of hers. She additionally loves traveling, biking, skiing (downhill and XC), hiking, climbing mountains, canyoneering, swimming, scuba diving (she is a rescue diver), a multitude of water sports, birding, and camping with her family. She loves challenges and never stops moving.

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## Funky Hand Embroidery

- for ages 10–19 years (5th–12th grades)
- First or Third period

Learn the relaxing art of hand embroidery. In the first part of the semester we will be learning stitches as part of a small sampler. Then, create your own design! This won't be your grandma's kitchen towel

embroidery but embroidery patterns with a side of "funk." Previous designs are: nature-scapes, feminism or liberal leaning quotes, the world from a different lens, movies or cartoons, art into stitching.

Proposed by a prospective new instructor who is also the parent of a current PHS student.

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## College Success Skills

- for ages 13–19 years (8th–12th grades)
- First or Third period

Do you have what it takes to successfully start college? In this course we will discuss taking ownership, time management, using resources, SMART goal setting, constructing a mission statement, scholarly writing, academic dishonesty and so much more! Trina Greene has over 15 years of experience teaching similar course material to freshmen at local colleges as well as state universities.

- Room needs: whiteboards

Proposed by a prospective new instructor who is also the parent of a current PHS student.

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## PHS Clubs

While each club has its own focus, **all PHS Clubs are open to everyone signed up for any PHS Club.** (All participants must sign up for one of the PHS Clubs so we have an accurate student count for insurance and safety reasons.)

Our co-op has discussed just having a generic **PHS Social Club** but from the perspective of promoting our co-op and bringing in new members, names like **Art Club**, **Coding Club**, **Game Club**, **Maker Club**, *etc.* have built-in self-descriptions and thus likely will have more draw for bringing in new co-op members. Of course, we can't list an infinite number of clubs, so what ends up on the course schedule for 2023–2024 will come down to choosing the club names with the most appeal (based on the course interest survey).

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## PHS Art Club

- in-person
- for ages 10–19 years (5th–12th grades)
- both a 12-week (15-hour) Fall semester club and a 16-week (20-hour) Spring semester club
- Fourth period

An afternoon of self-expression and artistic exploration!

Find your voice, explore new artistic mediums, experiment with different styles, expand your portfolio, question everything, develop your techniques, collaborate with other artists, and solve problems as you create and interact with art and a supportive group of fellow artists.

This club is for artists of all levels and skills. Artists should bring their own art supplies.

Parents, guardians, and caregivers of enrolled students will serve as volunteer room monitors or fellow artists to ensure there are three adults on site every week.

Proposed by the parent, guardian, or caregiver of a current PHS student.

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## PHS Game Club

- in-person
- for ages 10–19 years (5th–12th grades)
- both a 12-week (15-hour) Fall semester club and a 16-week (20-hour) Spring semester club
- Fourth period

Get those dice-throwing arms ready! Games are always more fun when played with others, so bring your favorite games from home and join your fellow students for battles of strategy and wits, or games of collaboration and cooperation.

Games of all kinds are welcome, including board games, card games, RPGs, and even video games.

This club is for gamers of all levels and skills, to share their favorite games and discover new ones. Those with more experience will help you learn, and learn from you about your favorites.

Parents, guardians, and caregivers of enrolled students will serve as volunteer room monitors or fellow gamers to ensure there are three adults on site every week.

Proposed by a current PHS student.

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## PHS Historical Fiction Book Club

Proposed by a current PHS student.

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## PHS LARP Club

- in-person
- for ages 10–19 years (5th–12th grades)
- both a 12-week (15-hour) Fall semester club and a 16-week (20-hour) Spring semester club
- Fourth period

Live Action Role Playing.

Proposed by the parent, guardian, or caregiver of a current PHS student.

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## PHS Maker Club

- in-person
- for ages 10–19 years (5th–12th grades)
- both a 12-week (15-hour) Fall semester club and a 16-week (20-hour) Spring semester club
- Fourth period

A space for all manner of creative pursuits including coding, drawing, painting, origami, knitting, crocheting, embroidery, macramé, sculpting, cardboard crafting, polymer clay, snow sculpting, etc.

This was a group proposal arising out of discussion about how best to address the needs of those not interested in gaming. The intention is to provide a concurrent alternative PHS Club for those not interested in Game Club.

Proposed by the parents, guardians, and caregivers of several current PHS students.

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## PHS News Club

- in-person
- for ages 10–14 years (5th–8th grades)
- a 12-week (15-hour) Fall semester club
- *Third period*

Where we make news media (paper, online or video) for PHS news and events.

Also consider the alternative proposal for a **Journalism/Newspaper** class with [Rebekah Jorgensen](#) above.

Proposed by a current PHS student.

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## PHS RPG Role Playing Club

*There was an addendum on the Post-It Note but it was obscured by dot stickers. RPG = role playing games.*

Proposed by a current PHS student.

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## PHS Social Club

*An all-encompassing club.*

Proposed by a current PHS student.

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## PHS Video Game Club

Proposed by a current PHS student.

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## PHS Watch Club/TV Club

Proposed by a current PHS student.

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## PHS LGBTQ+ Cartoon Club

Watch cartoons featuring LGBTQ+ characters or from LGBTQ+ creators.

Proposed by a current PHS student.

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## Instructor Needed

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## Gadgets

Proposed by a current PHS student.

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## Structural Engineering

- prefer in person
- for ages 10–19 years (5th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

Learn how buildings are built from design, engineering, construction and materials.

Proposed by a current PHS student.

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## Nutrition Science: This Is Not a Diet Class

- either online or in-person
- for ages 12–19 years (7th–12th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course

This is not a course about what anyone should or shouldn't eat. This isn't about what the best diet is. This is a class that explores what food does to our bodies. What exactly is vitamin A anyway? What are micros and macros? Why do we need certain vitamins to absorb iron or calcium? What are proteins and what exactly do they do to us? What are probiotics?

In this fun science class, we will learn all about the science of nutrition, without the pressure of making meal plans and dietary restrictions.

Proposed by the parent, guardian, or caregiver of a current PHS student.

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## Animal Science — High School

- for ages 14–19 years (9th–12th grades)

Also consider the alternative proposal for [Animal Husbandry](#) with [Jennifer Floyd](#) above.

Proposed by a current PHS student.

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## Cooking Class — Middle School

- for ages 10–14 years (5th–8th grades)
- either a 12-week (15-hour) Fall semester course or a 16-week (20-hour) Spring semester course
- Kitchen sink (Rooms 114, 121, and Kitchen).
- Electric stovetop and/or oven (Room 114).
- Refrigerator — food cannot be stored between class sessions) (Kitchen).

*Note: The kitchen costs an additional \$225/fall or \$300/spring to rent.*

Proposed by a current PHS student.

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## The History of Stage Makeup | The History of Makeup Effects

Proposed by a current PHS student.

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# History of Weapons

Proposed by a current PHS student.

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## Archery

Proposed by a current PHS student.

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## HEMA (Historical European Martial Arts)

- [Center for Blade Arts](#)
- [Minneapolis HEMA Study Group](#)
- [Minneapolis Amateur Swordfighting Association](#)
- [Twin Cities HEMA](#)

Proposed by a current PHS student.

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## Saber Fencing

Proposed by a current PHS student.

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## Economics 101

Why socialism is better than capitalism.

Proposed by a current PHS student.

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## React

React is a free and open-source front-end JavaScript library for building user interfaces based on UI components.

Proposed by a current PHS student.

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## Chess Tactics

- prefer online

Proposed by a current PHS Student.

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## Pyromaniacs in Training

Proposed by a current PHS student.

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## Booby Traps

Proposed by a current PHS student.