

### Nowell Course/Project Description- Dec 8th Visit

9:20 Course Core 1	Teacher/s	Room	Course Description	Project Description
<b>Integrated Math 3 (Math Civics)</b>	Kate M.	213	In Integrated Math 3, students learn about how we can use math to investigate the world around us. This class is a dual-credit Math and Civics class.	This quarter, students will use scatter plots to analyze data about something that impacts all of us. Then, they will use their data analysis to make an argument for whether or not the data should impact public policy.
<b>Audacity/ Work Based Learning (A)</b>	Jade I./Zuli V.	Board-room	In AUDACITY, students learn the necessary skills to be successful in all their career, college, and life goals by engaging in professional development and entrepreneurship opportunities through real world experiences, with a focus on creating a clear path to sustainable, gainful employment.	This quarter the focus is on building a college/career portfolio with a resume, cover letter, and mock interview which will be recorded for review and feedback.
<b>Journalism</b>	Krissy W.	212	In Journalism, students learn the skills to write and report on current events and social issues in a way that is informative and accessible to a broad audience.	During this quarter, students will be introduced to immigrant communities that make up Providence, and hone their interview skills to interview immigrants from our community and ultimately create a podcast or article that offers insight into our diverse population by spotlighting immigrant stories.
<b>Theater Arts</b>	Sarah L./Laura H.	210	<p>Theater allows us an opportunity to reflect on our own lives and feelings; through this process we can gain a deeper self-knowledge that can be hard to achieve in isolation.</p> <p>Students in this course will learn about how plays differ from other types of literature, and about how theater fosters an understanding between self and others.</p>	In this unit, students will be critically analyzing familiar children's cartoons and stories. In an essay, they will critique the way in which children's media shape our understanding of the world and communicate messages about social norms. After writing the critique, students will re-imagine one of these stories and/or characters in a 10-minute original play, written from a different perspective.

9:45 Course/Core 2 Student guides	Teacher/s	Room	Course Description	Project Description and Student Visitors
<b>Integrated Math 1 (A)</b> <i>Malik and Kimberly</i>	Kate M.	213	In Integrated Math I, students develop their understanding of rates and linear relationships.	This quarter, students will be using linear equations and trigonometric ratios to create a scavenger hunt throughout the school! <b><u>Visitors:</u></b> <i>Samjana, Katelyn, and possible Winooski student</i>
<b>Integrated Math 1 (MLL)</b> <i>Irina and German</i>	Matt Soto/Yomely M.	211	In Integrated Math MLL, students develop their understanding of linear and non-linear relationships.	Students will use linear equations to determine their future earnings for two different career paths. Then they will apply their knowledge of systems of equations to determine the break-even point. <b><u>Visitors:</u></b> <i>Arianna, Jade, and Saliya</i>
<b>Geometry-Physics (A)</b> <i>Jaily and Algelysa</i>	Sajee K.	209	In Integrate Math 2, students learn about the intersection between geometry and physics while completing engineering design challenges, such as making a mini-golf course, rocket, and bridge.	In this unit, students will learn about acceleration, pressure and momentum in a suped-up egg drop project. Can you build a device to protect an egg in a car crash experiment? Can you improve this device to protect an egg that comes crashing to earth within a rocket experiment? <b><u>Visitors:</u></b> <i>Abbi, Sarah, and Tide</i>
<b>Social Justice</b> <i>Atlas and Ania Or gladys and Ilaya</i>	Krissy W./Sonja R.	212	Social Justice is a dual-credit English and History class, where students hone strong analysis, writing, and presentation skills, while examining race, class, and social dynamics.	The unit this quarter is “Project Citizen,” where students explore public policy and the process of developing, proposing, researching, and implementing a viable public policy solution. <b><u>Visitors:</u></b> <i>Elizabeth, Kyan, and Shristy</i>
<b>Storytelling (A)</b> <i>Yosalin and Cynthia</i>	Sarah L./ Krissy W.	210	This course examines how stories shape, and help us make sense of, our understanding of ourselves and the world around us. This is a dual-credit History and English unit.	Throughout the quarter, students will study and analyze youth in action over several different social movements. In order to clarify their thinking about these social movements, every other week students will participate in Socratic Seminar discussions based on a text they read. They will also compose a compelling and persuasive poem that is used as a tool for fighting for change and justice. <b><u>Visitors:</u></b> <i>Ava, Aurora, and Kyleigh</i>

<b>Food Revolutions</b> <i>Kelly and Alayra</i>	Linda I./Matt Sage	125	Food Revolutions is Science and History dual-credited. It examines the role and impact of food in society, human health, revitalizing communities, and the use of food as an avenue for empowerment.	“Food That Changed the World” examines the crucial role that food plays in the human condition and global development. This project provides an opportunity to view food as historically transformative. <u><b>Visitors:</b></u> <i>Jayden, Ghamari, and Gabby</i>
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