

19-20 Term 1 Seminar Offerings

Students who wish to retake a seminar must have a plan in place with the seminar teacher and their advisor prior to the beginning of the term in order to differentiate the curriculum for their individual learning needs.

Block 1

CSCS Market	Play in the Woods	Space for Learning	Waves
Mark and Robyn	Vicki	Rick	Mary

Clark Street Market

Description:

Are you an artist, crafter, cook, entrepreneur? Have you ever visited a farmers market or art/craft fair and said to yourself, “Self, That looks like fun, I could do that!”? Maybe you found yourself thinking, “If I were going to sell something, it’d be.....”. Now is your chance to make it happen!

In this seminar students will select an art/craft/food-related project (harvest from the CSCS garden, HINT HINT!) that they will develop into a marketable product in preparation to sell at our fall market at CSCS Exhibition Night at the end of the term. *Profit made at the market will be used towards a seminar chosen initiative.* As part of this project students will be expected to develop a budget, product with your logo/label, and display. You will practice and develop skills related to art, food prep, communication, and finance. Keep your eyes and ears open between now and September because we want you to come ready to start making!

Artifacts: Reading Informational Text, Research

IC Code	Art & Design
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A&D10	Create art that engages an audience
A&D6	Create art that incorporates authentic ideas
A&D12	Use appropriate design processes and principles to develop and improve designs

A&D15	Using appropriate approaches and methods to critique works of art
A&D5	Discuss their own works of art and clearly communicate theme, topic, intended function and/or purpose.

additional art elements may be earned dependent on nature of project

IC Code	Local Studies
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SS27	Conduct research tied to local history (e.g., historical questions, events, people, places, trends)
SS28	Use a variety of frameworks to conduct original research related to local expressive culture
SS29	Understand local economic systems, trends, needs, opportunities and challenges
SS30	Identify, understand and utilize local human and natural assets and resources

IC Code	Economics
SS64	Understand basic economic concepts (e.g., supply and demand, scarcity, costs and benefits)

Play in the Woods:Shakespeare's *Twelfth Night*

Cross-dressing, twins, misplaced love, mistaken identity and shipwrecks meet in glorious fashion in Shakespeare's *Twelfth Night*. A charming young woman proves to be equally charming disguised as a man, throwing the island of Illyria's collective love life into wild disarray. Not that the people in the town particularly had it together to begin with. In fact, on an island where everyone is in love with someone, but not the one who loves them back, Viola might just be the person to set everything straight. An enchanting comedy with a great heart, *Twelfth Night* is a fun and funny celebration that embraces the insanity of love

Whether hearing the word Shakespeare strikes fear in your heart or makes your heart sing, you will walk away from this seminar with a better understanding of the role Shakespeare played in the development of modern literature, the relevance of his works even today, his brilliance as a writer, and the artistry of the theater.

More importantly, you will discover you can understand Shakespeare and it can even be fun!

- All students in this seminar **will be** attending a performance of *Twelfth Night* at APT on October 3rd.

- All students in this seminar will be expected to attend and participate in the performance for Term 1 exhibition night.

NOTE:

- This seminar is not appropriate for students who have an MHS class during this block.
- Students who took *Play in the Woods: A Midsummer Night's Dream* or *Play in the Woods: As You Like It* may take this seminar with the understanding that some of the activities and field experiences will be the same.

Artifacts offered in this seminar: Reading Literature, Public Speaking

Elements offered in this seminar:

ENGLISH: Reading Literature

- ELA8: Analyze the structure of a text and how structure contributes to its overall meaning as well as its aesthetic impact.,
- ELA9: Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- ELA10: Determine the meaning of words and phrases with figurative and connotative meanings,
- ELA12: Determine the central idea(s) of a text and analyze their development over the course of the text, including how they build on one another.,
- ELA27: Analyze the development of a story (exposition, rising action, climax, falling action, resolution),
- ELA28: Analyze the impact of specific word choices on meaning and tone,

Space for Learning: Youth Voice / Research

Description: Space for Learning provides students with an opportunity to explore areas of particular interest to themselves. In this session we will be using the research process to investigate the many ways that young people are using their voices to call attention to a variety of important issues that affect all of us. You are encouraged to bring ideas of your own to pursue and we will collectively determine several different 'opt in' topics to help set the stage for more personalized exploration.

Artifacts offered in this seminar Reading Informational Text, Research

Elements offered in this seminar: Elements earned will be dependent on students' personalized topics.

Making Waves

Description: Dive in and learn about the properties and behaviors of waves. Explore the science of light, color, sound, music, and water waves. Explore atmospheric phenomena like rainbows, sunsets, and why the sky is blue. Mathematically model a rainbow or the periodic motion of things like jumping rope, a swing, merry go rounds, a vibrating tuning fork, or the Earth in its orbit around the Sun.

NOTE:

- **This seminar is not appropriate for students taking a MHS class.**
- Students that took SFL Waves may take this class again as long as they choose to do the alternative math model and are willing to do similar introductory activities.
- In order to earn G8, students must choose to do the Geometric Math Model on rainbows.

Artifacts offered in this seminar: Algebraic Math Model or Geometric Math Model, RIT

Elements offered in this seminar:

SCIENCE: Physical Science Elements

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| <ul style="list-style-type: none">● PS14: Characterize the properties and behaviors of waves |
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SCIENCE: Physics

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| <ul style="list-style-type: none">● PS12: Compare / Contrast the terms light and electromagnetic radiation● PS13: Explain the various properties and effects of light |
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MATH: Geometry

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| <ul style="list-style-type: none">● G7: Understand right triangle trigonometry● G8: Understand and write proof |
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MATH: Algebra 2 and Functions

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| <ul style="list-style-type: none">● ALG2.16: Model periodic phenomena with trigonometric functions |
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Block 2

Wheel Fever	Frank Lloyd Wright	Colonize or Rehab	Math Moves
Jim M	Robyn	Heather and Corinne	Mary

Wheel *FEVER*...

In this seminar we will explore biking, skateboarding and roller skating from a variety of perspectives - e.g., historical, cultural, and political. In addition to completing assigned readings and documentary viewings, students will be expected to complete an independent project.

Important Notes:

- The main focus of this seminar will be on biking
- **You should expect to go on bike rides at least 3 days/ week**
- Skateboarding and roller skating will be included as smaller units that focus on culture and history - e.g., different subcultures, links with music and style, trends, etc.

As part of the biking activities in this seminar you will: (1) Get physical exercise by going on whole class and small group bike rides, and (2) Develop your skills as a bike mechanic (i.e., learn how to tune-ups and emergency repairs).

Artifacts: Reading Informational Text, Research

Elements:

Fitness: <i>**Resistance elements (PE16) require that you participate in hill rides</i>	
PE 15	Participates in a minimum of 15 hours of cardiovascular activity over the duration of 9 weeks. Modify activity to honor needs and fitness level. Record, summarize, and draw conclusions about fitness experience over the duration of 9 weeks

PE16	Participates in minimum of 10 hrs of resistance training over 9 wks. Modify resistance to honor needs and fitness level. Record, summarize, and draw conclusions about fitness experience over the duration of 9 weeks
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Social Studies	
SS30	Identify, understand and utilize local human and natural assets and resources
SS58	Analyze decisions, regulations, trends and policies related to land use (e.g., development, design); paying attention to cultural and environmental impacts, trade-offs, and multiple perspectives
SS62	Analyze cultural groups using multiple lenses (e.g., material and non-material culture or continuity and change)

History	
SS47	Explain the significance of important people, their work, actions, and ideas (e.g., in the areas of political and intellectual leadership, inventions, discoveries, and the arts)

Frank Lloyd Wright

Frank Lloyd Wright is considered to be one of the most noted architects in the world because of his unique style that is inspired so directly by nature. Did you know that this architectural icon lived, worked, studied, travelled, etc. just a hop, skip, and jump from Clark Street?!

In this seminar we will read the novel *Loving Frank* which is a blend of fiction and history, and tells of the life and time between Wright and his partner Mamah Borthwick. Not only does the novel provide some insight into Wright’s personal life, it leaves a reader begging to learn more about this intriguing man and his work. Following the novel, we will conduct research on Wright and his work through reading, various site visits, and guest speakers. Students can expect to choose an independent lens that they will focus their research on, and will develop projects (either independent or collaborative) based on this. Potential topic ideas could include architecture and design, the geometry of Wright’s work, nature as influence in design, civic process and the Monona Terrace, the history and current status of Taliesin, how Wright changed the Madison area, where is FLW today, etc.

- Note:**
- **This seminar is not appropriate for students who have an MHS class during this block.**

Artifacts offered in this seminar: Reading Literature, Reading Informational Text, Narrative Writing, Research

Social Studies	
SS27:	Conduct research tied to local history (e.g., historical questions, events, people, places, trends),
SS30:	Identify, understand and utilize local human and natural assets and resources

SS32:	Analyze primary documents using historical inquiry methods, Interpret historical events and actions using a variety of primary (e.g., letters, journals, diaries, government documents) and secondary resources,
SS34:	Analyze a piece of historical fiction (e.g., film, novel, song) in terms of historical accuracy, representation and narrative/narrativization
Art & Design	
A&D 15:	Using appropriate approaches and methods to critique works of art

Earth/Space Science: Colonize or Rehabilitate?

The well respected physicist Stephen Hawking speculated in May of 2017 that, ***“Humans need to colonize another planet within 100 years or face the threat of extinction”***. That sounds pretty dire, but what exactly would need to happen in order to establish human life somewhere other than Earth? There are many issues related to space travel and sustaining humans without the benefit of the basic resources we have here on Earth. So many issues, that one might argue that we should put our collective energies into rehabilitating the planet we do live on, rather than venturing into space. Within this seminar, students will work together to explore the essential question: *Should we colonize another planet or rehabilitate our current one?*

Students will drive the daily work in this seminar--in groups, exploring topics, answering your own questions and teaching each other, for the majority of our time together. Students need to be ready for active participation in the seminar--your voice is necessary for success! The seminar work will focus on intensive research processes leading to formal roundtable discussions. The seminar will conclude with a gallery walk during Exhibition Night where students share their art and learning with members of the public.

Note: This seminar is not appropriate for students that have a MHS class during this block.

Artifacts offered: Reading Informational Text, Technical Writing, Research, and 2 Public Speaking artifacts

SCIENCE: Earth Science Elements
<ul style="list-style-type: none"> • ESS3: Clarify human dependency on natural resources • ESS7: Determine how living things alter Earth's processes and structures

Art & Design: Create
<ul style="list-style-type: none"> • A&D4: Create art that communicates ideas • A&D6: Create art that incorporates authentic ideas • A&D10: Create art that engages an audience • A&D12: Use appropriate design processes and principles to develop and improve designs

ENGLISH: Speaking and Listening

- ELA39: Identify and evaluate a speaker's point of view,
- ELA40: Identify and evaluate a speaker's reasoning or use of evidence including the links between ideas,
- ELA41: Assess a speaker's stance and premise,
- ELA42: Assess a speaker's use of word choice,
- ELA43: Assess a speaker's use of tone and emphasis

Math Moves

Description: Do you like to dance? Does movement help your attention and focus? Are you wanting to explore math in a fun new way? In this class we will be exploring Erik Stern and Karl Schaffer's unique way of learning math through dance. We will investigate ways in which math and storytelling can inspire dance choreography. Students will be choreographing a dance for their math model. No dance experience or skills are required, but do bring a positive attitude and a willingness to have fun and be at least a little bit silly.

NOTE: This seminar is not appropriate for students that have a MHS class during this block.

Artifacts offered in this seminar: Geometry or Probability Math Model

Elements offered in this seminar:

Math: Statistics & Probability

- STATS3: Apply probability to evaluate outcomes

MATH: Geometry

- G1: Understand congruence
- G4: Understand similarity

Additional elements may include:

MATH: Algebra

- ALG2.7: Perform arithmetic operations with complex numbers.

- ALG8: Represent and model with vector quantities.
- ALG11: Perform operations on vectors

MATH: Statistics & Probability

- STATS6: Understand independence and conditional probability and use them to interpret data

Block 3

Why do We Do That?*	Team Sports	Call of the Wild	History Writers
Vicki and Corinne	Mark + Jim M.	Heather	Rick

Why Do We Do That?

Description: Place-based learning. Democratic education. Personalized learning, Projects, Artifacts, Elements, Annual Learning Binder and Proficiency Portfolio - Oh My! Welcome to the brave new 'educational' world of CSCS. This seminar will help you better understand what makes CSCS one of a kind but more importantly help you make the transition and develop the literacy skills you need for success in all of your seminars.

As you learn about what makes CSCS uniquely CSCS, you will engage in a variety of strategies and experiences with reading and writing as a process. You will be exposed to, and become more comfortable with, peer feedback, revision cycles and conferencing; as well as, strategies for breaking down complex text, accessing difficult vocabulary and moving from comprehension to analysis - all critical skills for high school, college and LIFE success.

NOTE:

- This seminar is open to all CSCS students. Those looking to grow toward proficiency should consider taking this class.
- ***This seminar is required for all students new to CSCS.**

Artifacts offered in this seminar: Reading Literature, Reading Informational Text, Argument Writing, Informational Writing, Narrative Writing

Team Sports

This seminar will revolve around learning about and playing a variety of team sports (e.g., soccer, football, kickball, street hockey, ultimate frisbee, wiffle ball). The goal of this seminar is to create a safe and healthy environment where everyone can participate, have fun, and get some exercise! In addition to engaging in the physical activities that are part of this seminar, students will also be expected to read a book of their choosing related to a sports figure, event or issue AND complete two mini-explorations related to a sports topic (e.g, social justice, science, health, history, etc.)

As part of this seminar you will be expected to do the following: (1) Engage in a variety of stretching and resistance training activities to build your strength and flexibility (so that you can more effectively participate in sports and avoid injury); (2) Learn the rules and strategies associated with different sports; (3) Engage in practice drills tied to the sports we play (so that you can improve your skills); (4) Participate in the sports we play as a class; and (5) Complete and share work done as part of your mini-explorations.

Artifacts offered in this seminar: Reading Informational Text, Research (Will require completing work outside of class)

Elements offered in this seminar:

Physical Education:

PE15	Participates in a minimum of 15 hours of cardiovascular activity over the duration of 9 weeks. Modify activity to honor needs and fitness level. Record, summarize, and draw conclusions about fitness experience over the duration of 9 weeks.
PE16	Participates in minimum of 10 hrs of resistance training over 9 wks. Modify resistance to honor needs and fitness level. Record, summarize, and draw conclusions about fitness experience over the duration of 9 weeks.

Additional elements will be available based on the topics students choose to investigate as part of their mini-explorations.

Environmental Science: Call to the Wild

Description: CSCS are you ready to explore the wild? Then join us, the wilderness awaits and we can explore it together. In this seminar, we will be exploring outdoor skills such as biking, hiking, shelter setup, knot tying, and so much more. In addition, we will also explore issues such as climate change, environmental justice, and protecting the land for the betterment of the people. Students will be given the chance to be leaders

and will help to build a classroom based around teamwork, companionship, and community. As a class, we will strive to become better environmental stewards by coming up with projects that focus on environmental issues students care about, and will exhibit these projects on exhibition night. Remember, not all who wander are lost, so let's wander together!

Note: This seminar is not appropriate for students that have a MHS class during this block.

Artifacts: RIT, AW or IW, EC

SCIENCE: Earth Science Elements
<ul style="list-style-type: none">• ESS3: Clarify human dependence on natural resources• ESS7: Determine how living things alter Earth's processes and structures

SCIENCE: Life Science Elements
<ul style="list-style-type: none">• LS2: Explain biodiversity, how humans affect it, and how humans are affected by it

SOCIAL STUDIES: Global Studies
<ul style="list-style-type: none">• SS15: Compare and contrast different cultures (e.g., based on components of their material and non-material culture),• SS23: Evaluate the root causes and impacts of conflicts (e.g., social, political and military) from multiple perspectives• SS62: Analyze cultural groups using multiple lenses (e.g., material and non-material culture or continuity and change),

History Writers

Description: One of the greatest ways to learn about other times, places, cultures, events and people is through their stories. In this seminar we will examine historical events through the lens of historical fiction. Students will have the opportunity to choose historical topics that interest them and will learn about these topics through the use of literature and film. We will analyze and discuss how authors and filmmakers use historical inquiry and creative storytelling to weave tales that help us understand important historical events. Finally, students will choose a historical event that interests them and will research and write about that event by creating a historical fiction piece of their own.

Note: This seminar is not appropriate for students who are also taking a class at MHS during this block.

Artifacts offered in this seminar. Reading Literature, Reading Informational Text, Informational Writing, Narrative Writing.

Elements offered in this seminar:

SOCIAL STUDIES: History
<ul style="list-style-type: none">● SS45: Use evidence to make cause-effect arguments tied to historical events and trends,● SS46: Use questions generated from analysis of historical sources to pursue further inquiry and investigate additional sources,● SS48: Understand how historical events and developments are shaped by unique circumstances of time and place as well as broader historical contexts,● SS49: Explain how people’s perspectives in the present shape their interpretations of the past, Identify and critique the central arguments and narratives in secondary works of history,● SS50: Analyze factors that influence people’s perspectives during different historical eras,● SS51: Identify and critique the central arguments and narratives in secondary works of history● SS52: Understand different interpretations of the same historical event or person and explain how and why they differ,

English: Reading; Literature
<ul style="list-style-type: none">● ELA12: Determine the central idea(s) of a text and analyze their development over the course of the text, including how they build on one another.,● ELA27: Analyze the development of a story (exposition, rising action, climax, falling action, resolution)