

# 18-19 Term 1 Seminar Offerings

## Block 1

Art Market	Physics: Crash Course	Play in the Woods: As you Like It	History Writers
Jason and Robyn	TBD and Heather	Vicki	Rick

## Art Market

**Description:** Maybe you've made some soap that you gifted grandma, crocheted a scarf that your BFF cuddles up to on a cool fall day, or built a birdhouse that welcomes bluebirds each spring. These types of projects, or the desire to create them, would make you a great fit for the CSCS Art Market that will launch in the fall of 2018! In this seminar students will select a medium and/or project that they will work to develop into larger quantities in preparation to sell at our fall/winter market slated to roll out just in time for the holidays. Profit earned 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 "label", and display. You will practice and develop skills related to art, 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
A&D23	Understand the function of a piece of art

A&D24	Understand art processes
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A&D10	Create art that engages an audience
A&D6	Create art that incorporates authentic ideas
A&D16	Apply understanding of technique and aesthetic to chosen artistic medium.
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.

# Physics: Crash Physics

**Description:** Physics is often portrayed as a really boring science which requires a lot of math to even begin to understand it. While it's true you will have to do math and you will have to study the science in this seminar, the pay off is that you will learn about really cool things in the natural world. I'm talking about exploring motion related concepts through traffic accident reconstruction with a Wisconsin State Trooper, atom smashing with particle colliders, projectile motion through archery lessons, and some Mythbusters thrown in for good measure. Students will also have time to explore the impact collisions are having in sports on athlete's health and to develop argument writing pieces, complete with counter-arguments. **Come into this seminar with the understanding that hard work will be required to succeed, and the concepts will be engaging enough to help you persevere! From day 1, we are going to move!**

**Note:**

- **This seminar is not appropriate for students who have an MHS class during this block.**
- **Students interested in taking this course for a second time need to have staff approval (advisor and Heather) before signing up.**

**Artifacts offered in this seminar :** Reading Informational Text, Argument Writing, Math Model (Trigonometric)

**Elements offered in this seminar:**

SCIENCE: Physical Science Elements
<ul style="list-style-type: none"><li>• PS1: Show conservation of energy &amp; how energy is passed between objects/systems (Illustrate the conservation of energy and show how energy is transferred between objects or systems)</li><li>• PS2: Clarify the various meanings of the scientific term energy</li><li>• PS9: Clarify how one can predict an object's continued motion, changes in motion, or stability</li><li>• PS11: Summarize how underlying forces explain the variety of interactions observed between objects</li></ul>

SCIENCE: Physics
<ul style="list-style-type: none"><li>• PS4: Determine the relationship between energy and forces</li><li>• PS7.2: Illustrate the forces that hold nuclei together and mediate nuclear processes</li><li>• PS10: Evaluate why some physical systems are more stable than others</li></ul>

MATH: Algebra
<ul style="list-style-type: none"><li>• ALG8: Represent and model with vector quantities.</li></ul>

MATH: Geometry
<ul style="list-style-type: none"><li>• G7: Understand right triangle trigonometry</li></ul>

# Play in the Woods: Shakespeare's *As You Like It*

## Description:

Cross-dressing and running away to the woods meet in glorious fashion in Shakespeare's *As You Like It*. When an angry father and brother force three runaways and a merry band of misfits to meet in the Forest of Arden chaos ensues as lovers woo, identities are mistaken and lives are saved. A enchanting comedy with a great heart, *As You Like It* delights in the messiness of being human and shows sometimes all it takes is a trip into the woods to find your way!

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, Shakespeare's brilliance as a writer, the history of the Globe Theater 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 *As You Like It* at APT on October 4th**

## NOTE:

- This seminar is not appropriate for students who have a MHS class during this block.
- Students who took *Play in the Woods: A Midsummer Night's Dream* 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,
- ELA30: Demonstrate understanding of irony,

## 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.

**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"> <li>● SS45: Use evidence to make cause-effect arguments tied to historical events and trends,</li> <li>● SS46: Use questions generated from analysis of historical sources to pursue further inquiry and investigate additional sources,</li> <li>● SS48: Understand how historical events and developments are shaped by unique circumstances of time and place as well as broader historical contexts,</li> <li>● 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,</li> <li>● SS50: Analyze factors that influence people’s perspectives during different historical eras,</li> <li>● SS51: Identify and critique the central arguments and narratives in secondary works of history</li> <li>● SS52: Understand different interpretations of the same historical event or person and explain how and why they differ,</li> </ul>

English: Reading; Literature
<ul style="list-style-type: none"> <li>● 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.,</li> <li>● ELA27: Analyze the development of a story (exposition, rising action, climax, falling action, resolution)</li> </ul>

## Block 2

SFL: Research	Bikes: The Wheelhouse	Frank Lloyd Wright	99 Problems
Corinne and Rick	Jim M	Robyn	TBD

# Space for Learning: Research and the Research Process

**Description:** Just as the name suggests this is your space to learn, and we'll help formalize your learning by guiding you through a deliberate research process. Students are encouraged to bring ideas to research and collectively we will determine several different 'opt in' topics for personalized exploration. This class will give you the instruction and tools you need to develop your research question, gather credible sources, analyze texts, write a research critique, and create a works cited or bibliography. Every research topic pursued will also result in a culminating work that shares what you have learned with the community.

**Artifacts offered in this seminar** Reading Informational Text, Research

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

## Bikes: The Wheelhouse

Imagine this... the sun on your face, the wind at your back, the flow of a great ride, and POP! You blow a tire! Where do you go, what do you do???? Well, CSCS is building the solution and we need your help! This seminar will have 3 main components: (1) You will develop your skills as a bike mechanic, from basic maintenance and tune-ups to emergency repairs, to a full overhaul; (2) You will get some physical fitness by taking bike rides; (3) You will explore many different aspects of biking from environmental, political, cultural, scientific, design and historical perspectives.

Students can expect to learn how to complete a variety of bike repairs, participate in a variety of rides, and engage in activities tied to the components listed above. *Students will also be invited to help us promote and grow the bike program through a series of public events and outreach activities.*

**This is not a course that students should enroll in if they are in an MHS course.**

Elements and artifacts listed below are based on student project selections for the term and **MAY include** the following:

Artifacts (based on student project selection): Sci/Tech Writing, Informative Writing, RIT, Research

Elements (based on student project selection):

<p><b>Fitness: **Resistance elements (PE16) are dependent on whether students participate in hill rides.</b></p>
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- 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.

### Physical Science

PS1	Summarize how underlying forces explain the variety of interactions observed between objects
PS2	Clarify the various meanings of the scientific term energy
PS1	Show conservation of energy & how energy is passed between objects/systems (Illustrate the conservation of energy and show how energy is transferred between objects or systems)

### Physics

PS10	Evaluate why some physical systems are more stable than others
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### Social Studies

SS30	Identify, understand and utilize local human and natural assets and resources
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## 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 wife 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 mysterious 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.

*\*\*Students that have participated in the FLW ambassador program that wish to continue work in the 2018-19 year should enroll in this course. These students will work in a mentorship role with the class as well as continue to develop their independent project work with Taliesin.*

#### Note:

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

Artifacts Offered: Reading Literature, Reading Informational Text, Research

<b>Social Studies</b>	
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
<b>Art &amp; Design</b>	
A&D 15:	Using appropriate approaches and methods to critique works of art

## I've Got 99 Problems and This Ain't One

"Math. The only place people can buy 64 watermelons and no one asks why..." Many of us have a love-hate relationship with math. In this seminar, we are going to dig into the problem solving creativity and excitement that can be math. This may include reading texts like *Math Doesn't Suck*, *The Joy of x*, and other texts that look at math in a different way. Students will work in groups to tackle problems, look at math modeling in real-world contexts, and write about their math experience. Yes, there will be some math, but this is your opportunity to look at problem solving in a whole new way!

**Artifacts offered in this seminar:** Informative Writing, Reading Informational Text, Math Model

**Elements offered in this seminar:**

MATH: Number and Quantity

- NUM1: Represent relationships between quantities
- NUM10: Understand relationships between quantities
- NUM12: Understand scale and proportion

**Other Elements will be offered based on individual need!**

# Block 3

Globetrotters: A World Tour Through Short Stories	Earth Science: Natural Disasters	Sports Studies and Performance	Money, Money, Money
Corinne	Heather	Jason and Jim M	Vicki

## Globetrotters - A World Tour Through Short Stories

**Description:** Travel the world without ever leaving Clark Street. Join us as we explore short stories from five different regions across the globe. We will first learn about the people, the culture, and the land to gain a richer understanding of each tale. We'll analyze each author's craft and perspective through various activities. The seminar will culminate in students selecting a country and a corresponding text to study and then share with their class and our community. Despite our many differences, this class will help students celebrate our diversity and recognize that we all belong to one world.

**Artifacts offered in this seminar:** Reading Literature X2, Argument Writing

**Elements offered in this seminar:**

Required

SOCIAL STUDIES: Global Studies

- SS15: Compare and contrast different cultures (e.g., based on components of their material and non-material culture),

Recommended

SOCIAL STUDIES: Human Geography

- SS55: Locate and interpret a variety of maps, charts, graphs, images and illustrations to research and understand places,
- SS56: Create maps, charts, and graphs to share research and communicate ideas about places

ENGLISH: Reading Literature

- ELA8: Analyze the structure of a text and how structure contributes to its overall meaning as well as its aesthetic impact.,
- 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,

# Earth Science: Natural Disasters

**Description:** Throughout history, humans have found themselves at odds with Mother Nature, and more often than not, we are reminded of how very small we are in comparison to the forces affecting our planet. Natural disasters happen multiple times daily, in many forms--earthquakes, tsunamis, hurricanes, wildfires, blizzards, droughts, meteor strikes, and floods take a heavy toll on the living. Earth is a dangerous place to live, but it's the only home we have! There is strong evidence that climate change is increasing the frequency of many natural disasters. Together, let's explore and evaluate the science behind these events in order to better understand them.

**Note:**

- **This seminar is not appropriate for students who have an MHS class during this block.**
- **Students interested in taking this course for a second time need to have staff approval (advisor and Heather) before signing up.**

**Artifacts offered in this seminar:** Scientific/Technical Writing and Math Model (Probability)

\*In place of the probability model, a stats math model may be an option if you have ALREADY earned Stats 1, 2, and 4.

**Elements offered in this seminar:**

SCIENCE: Earth Science Elements
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| <ul style="list-style-type: none"><li>• ESS7: Determine how living things alter Earth's processes and structures</li><li>• ESS8: Analyze how the major Earth systems interact</li><li>• ESS11: Summarize what regulates weather and climate</li></ul> |
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SCIENCE: Physical Science Elements
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| <ul style="list-style-type: none"><li>• PS14: Characterize the properties and behaviors of waves</li></ul> |
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SCIENCE: Life Science Elements
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| <ul style="list-style-type: none"><li>• LS5: Model how matter and energy flow through an ecosystem</li></ul> |
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Math: Statistics & Probability
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| <ul style="list-style-type: none"><li>• STATS3: Apply probability to evaluate outcomes</li></ul> |
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## Sports Studies and Performance

This seminar will have two main components: One, we will **study sports** from multiple lenses and perspectives. For example, we might explore social, economic, and ethical issues that impact the sports world. We will also select topics based on current trends and events. Two, we will **play team sports**. Note that we will focus on playing field sports such as ultimate frisbee, softball, kickball, soccer. Expect to spend an equal amount of time studying sports as part of whole class and independent activities as you do playing sports.

**Artifacts offered in this seminar:** Reading Informational Text, Argument Writing **OR** Informational Writing, Research, Math Model (Statistics)

**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.
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**Social Studies: Social Issues**

SS63	Use ethical reasoning to explain and defend a point of view related to an ethical issue or decision
SS38	Locate, analyze, and use information from various sources to clarify and communicate a position on a social issue

**Math: Statistics**

STAT S1	Describe a variable using frequency tables, mean, median, mode, range
STAT S2	Use statistics (regression, correlation) to describe the relationship between two variables

## Money, Money, Money.... MOOOONEY

There are about as many quotes about money as there are ways to spend it, but I think we can all agree on this: "Money isn't the most important thing in life, but it's reasonably close to oxygen on the 'gotta have it' scale." – Zig Ziglar

Come learn about personal finance concepts, including budgeting, investments, insurance, goal setting, the power of compound interest, using credit wisely and the importance of saving. More importantly, examine your relationship with money and learn how your attitudes and values affect your financial habits.

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

**Artifacts offered in this seminar** Reading Informational Text

**Elements offered in this seminar:**

Personal Finance
<ul style="list-style-type: none"><li>● PF1: Develop an education and career plan which includes projected net income</li><li>● PF2: Analyzes risk vs. benefit in various financial situations.</li><li>● PF3: Explains how risk management strategies protect against financial loss.</li><li>● PF7: Create an individual or family insurance plan for selected situations.</li><li>● PF8: Determines the cost of various interest rates and fees to a consumer.</li><li>● PF9: Examines sample contracts for essential components and meaning</li><li>● PF10: Evaluates how fraudulent activities affect consumers</li><li>● PF18: Estimates the impact of age and location on strategies for reaching personal financial goals,</li><li>● PF21: Develop budgets for self and family members for 2-3 age ranges.</li><li>● PF23: Analyzes the impact of various forms of taxation on individuals, families, and public agencies.*</li><li>● PF24: Develops personal financial planning strategies that respond to and use tax deductions and shelters.</li></ul>

\*Element P23 will be earned by completing work outside of class time.