



## 2019/2020 Course Catalog

### Occupations

#### Culinary

Our jobs in culinary class this year are to help make our school lunch, design more recipes, and learn about some of the fundamental building blocks of our universe and how they work in the kitchen! How is cheese made? Why do we pickle vegetables? What home recipes should we make for lunch? What foods on the farm can we preserve? What products can we dry in the solar dehydrator? The answers may surprise you! We will explore such topics as chemical reactions, cooking techniques, atoms and molecules, and the inner workings of the DPS lunch program! Our group projects will look at preserving our farm's harvest, painting murals in our dining room, designing new lunch recipes, and producing food goods for sale. We will also have plenty of time in the kitchen and continuing our great reputation of preparing the lunch for our whole school!

#### Structures

It's time to finish the biggest construction project at DMHS. After a lengthy process acquiring a building permit, we'll use designs developed by past students and a professional engineer to build the greenhouse structure throughout the school year. Our construction work will allow us to test out the physics of wooden beams, foundations, and snow load calculations--hopefully leading to an even more well-designed greenhouse. In addition, we will visit nearby greenhouses for inspiration and consult with local builders and professionals about issues like city codes, construction techniques, and maintenance. In addition to the main greenhouse work, there will be opportunities for a variety of smaller building and construction projects around the farm.

#### Animals

The DMHS animal farm is growing! The chickens and rabbit are successfully producing eggs and fiber, respectively. Bees and goats are on the horizon as we continue to build our infrastructure and resources. In this class, students will learn about cell biology, cell theory, organelles, and cellular respiration. Additionally, students will study animal husbandry, anatomy, and animal characteristics and needs. Students will determine and implement a plan for continuing to support the animals we have and their production, while also investigating future animals we may want to add to our farm. Additionally, students will care for the animals daily, and work to continue to integrate them into the micro-economy.

#### Compost and Soil

In this occupation, students will learn about geological processes including plate tectonics and soil formation. We will explore soils of the Front Range and make connections to the geological history of this area. Students will then learn about the basic components of our soil on the farm and around the school property. We will learn about soil

management and students in this project will work to minimize and repurpose the school's waste to build soil on the farm.

## Humanities

Throughout the 2019-2020 school year, Farm School students will be exploring human communities throughout history in an effort to understand the ways in which humans have expressed their cultures across time, geography, language, and interactions with one another. While students will have the freedom to explore many aspects of each individual Humanities project in which the student participates, the guiding focus for this school year will be on humans' self-expression, including art, religion/spirituality, music, dance, language, traditions, literature, and more. Students will also regularly make connections between the ways in which human beings have expressed their beliefs, culture, and selves over time and students' own experiences of and opportunities for self-expression.

### **Early Agriculture + Classical Civilizations: Ancient Polynesia**

This class will explore the fascinating and unique traditional seafaring cultures of Polynesia. Adapting to the challenges of living among disparate islands gave rise to sophisticated navigation and cultivation techniques, as well as diverse languages and artistic traditions. Students will have the opportunity to go deeper into one of the specific peoples and replicate their food, language, traditions, and attempt to show how Polynesia can be relevant to us living here in an arid mountain region in modern times.

### **Early Agriculture + Classical Civilizations: Ancient Rome**

The story of the Roman republic follows the growth of a city into a far reaching and powerful European empire. In this project we will explore the achievements of this impactful group of people from government, to religion, to language. We will study the heroes, the myths and the lasting legacies of the Roman empire. Throughout this project we will come to understand what it was like to live in the time of the Roman republic.

### **Early Agriculture + Classical Civilizations: Native North America**

For hundreds of years prior to the arrival of Europeans, Native American communities lived and thrived throughout the North American continent. Native peoples developed sophisticated technology, established complex societies, and expressed themselves spiritually and artistically in a diversity of ways. Throughout this Humanities project, we will explore the culture, language, beliefs, tools, food, and history of the indigenous people of North America. While the class as a whole learns about the patterns and expression of human life across the continent, students will choose a particular region or tribe and delve more deeply into what life was like for those people and why. They will then work to present their discoveries to the rest of the class and the community; this could include creating artwork, making food, building shelters, singing songs, or crafting usable tools.

### **Societies in Transition: Medieval Japan**

Warring clans. Shogun and samurai. An explosion of art, culture, and practices that continue to this day. In this class we will explore the intricate history of Japan during the times that created much of the iconic culture known around the world. Students will get the chance to explore a particular region and clan of Japan in detail, including the weapons, clothing, and visual imagery that characterize that set that clan apart. Our study will extend to the consolidation of Tokugawa Iyeyasu and set the stage for the later arrival of Commodore Perry and his black ships that brought Japan into the modern world.

### **Societies in Transition: Renaissance**

This unit on the Renaissance will explore the "rebirth" of art, culture, and politics after the Middle Ages. Students will be studying philosophy, science, literature, and art from the period and discussing the impact of the great thinkers of the Renaissance on how we live today. We will be reading classical literature and philosophy and students will create and share projects reflecting the work of the time.

### **Societies in Transition: US Slavery**

The rise of the United States as a global power was based, in many ways, on one of the darkest parts of our history: the U.S. dependence on slavery throughout the 19th century. Throughout the many decades during which slavery

was legal in the United States and during the Civil War that nearly divided the country over the issue of slavery, African slaves and slave descendents of Africans resisted, survived, and established diverse cultural traditions and expressions, many of which trickle down into our society today. In this Humanities unit, students will not only explore the economics and politics of slavery and the U.S. Civil War but will also explore the literature, spirituality, music, and art of slaves and their descendents.

### **20th Century + Modern Times: Asian Religions**

Religion suggests answers to the most important questions we ask: Why are we here? What is our purpose? What is the nature of the divine? In this unit, students will study the Eastern religions of Hinduism and Buddhism, and how they compare to European-based religions and spiritual practices around the world. Students will explore specific art, stories, and practices and how they relate to modern life in countries where they are the dominant religion.

### **20th Century + Modern Times: Golden Age and the Great Depression**

The 1920s and 1930s -- throughout the world, but especially in Europe and the United States -- was a time of both economic growth and, then, after the stock market crash, great economic challenge. Students in this Humanities unit will explore the economics of the time, the factors that led to the depression, and the way that this time period impacted communities and societies around the world. Although this time period is marked most by the economic difficulties experienced by many individuals, it is also known as a culturally prolific time. Throughout their difficulties, communities during the Depression expressed themselves through art, literature, music, dance, and poetry. Students in this project will have the opportunity to explore the ways in which people created, survived, and thrived during these decades.

### **20th Century + Modern Times: Harlem Renaissance**

Opportunities for student art, music, creative writing, and performance abound in this unit, which focuses on the 1920s in Harlem, New York, when the famous African American artistic movement exploded. In this unit, we study causes and legacies of the Renaissance, including the Red Summer of 1919 and Great Migration from the South as people sought freedom and an escape from racism. We explore writers like Zora Neale Hurston, W.E.B. Du Bois, and Langston Hughes, dancers like Josephine Baker and Bill "Bojangles" Robinson, musicians like Fats Waller, Billie Holiday, and Duke Ellington, and visual artists like Romare Bearden and Lois Mailou Jones.

### **Micro-Economy + Coffee Shop (Economics -- year-round)**

This class will continue the work completed previously to support and grow Pinwheel Coffee Shop, supported by Great Work Inc. Students in the Micro-Economy + Coffee Shop will gain a deep understanding of Pinwheel Coffee as a central component of our school community. Students will work in small teams to work together to support the fully functioning of Pinwheel Coffee as a successful business. The academic content of the course will focus on personal financial literacy, budget planning, making sound financial decisions, and community economics. Students will gain an understand of how our partner business and our school's micro-economy functions and, also, have the opportunity to contribute meaningfully to its development, as well as planning for their personal financial future.

## Math

### Math (*ALL year*)

In consideration of the developmental needs of the adolescent, students continue to develop their “mathematical minds,” building a deeper understanding of the abstract logic inherent in the world in which we live. Using the Montessori Integrated Mathematics® (MIM) curriculum, students achieve higher levels of abstraction through their concurrent work with the head and the hands. All aspects of the math curriculum are aligned with the Common Core Standards.

## Electives

**\*\*\* Within their first two years at the DMHS Farm School (in 7th + 8th grades), students must take *at least one* semester-long elective from each of the following categories: Language, Physical Expression, Micro-Economy, and Visual and Performance Creative Expression.**

## World Language

### Spanish I, Spanish II, Spanish conversation (High School students), AP Spanish (online) (Yearound)

This year, there will be three Spanish classes. Spanish I is an introduction to the Spanish language. Spanish II explores the different aspects of the vocabulary and the present tense, preterite tense, and imperfect tense. Spanish conversation for the high school students, in this class students practice the language orally for them to improve their oral skills. Students will also explore aspects of the Spanish culture and will focus on developing written, oral, reading, and listening skills. Also, some students will be taking AP Spanish online; in this class, students will prepare for the AP Spanish exam that will take place in May 2020. If students pass the test, they can earn college credits.

## Physical Expression

### Human Development (*Semester 1 or Semester 2*)

The Human Development elective will open students to their own stage of development within the context of the entire developmental cycle of a human being, beginning at birth. This elective will rely on the Our Whole Lives Sexuality Curriculum, known as OWLS, which is a secular curriculum developed by the Unitarian Universalist Church that helps participants make informed and responsible decisions about their sexual health and behavior. The program hinges around the shared values of self-worth, sexual health, responsibility, and inclusivity. It equips participants with accurate, age-appropriate information in the areas of human development, relationships, personal skills, sexual behavior, sexual health, and society and culture. This elective will also incorporate information around drug and alcohol prevention and intervention as it relates to human development and behavior. Students will be introduced to characteristics of adolescent brain development, as well as body/mind connection activities, such as mindfulness and physical activities.

## Micro-Economy and Farm

### Micro-Economy Production

Students will collaborate to design, create, and then manufacture items to be sold at the coffee shop and at our community events. Students will also work on farm projects as needed.

## **Farm**

Students will work on farm projects as needed to continue to build out our urban farm program. Students will also collaborate to design, create, and then manufacture items to be sold at the coffee shop and at our community events.

## **Visual and Performance Creative Expression (Need to Update)**

### **Art - Creative Workshop (Semester 1)**

Students will work individually and collaboratively to exercise their creative muscles! This class will include units of study in drawing for design, painting, and ceramics. In all the work, students will explore artists and art making techniques from around the world.

### **Art - Creative Workshop (Semester 2)**

Students will work individually and collaboratively to exercise their creative muscles! This class will include units of study in printmaking, sculpture, and ceramics. In all the work, students will explore artists and art making techniques from around the world.

### **Public Speaking and Performance (Semester 2)**

Public Speaking and Performance will focus on the art of public speaking. Students will develop public speaking skills and confidence while learning skills such as voice projection, breathing, physical techniques for effective public speaking, as well as emotional expression, word economy in speeches, and power words and poses. Students will use their newly learned skills in units on improv, speeches, scenes/monologues, and debate.

### **Creative Writing (Semester 1 or Semester 2)**

Students will learn poetic and story/novel forms and conventions such as characterization, world building, point of view, etc... and then create their own short stories, poems, and/or novel section, as well as edit and peer review each other's work. In the fall semester, class will revolve around NaNoWriMo19, and in the Spring Semester we will focus on editing, formatting, and publishing the school literature and art journal.

## **Sociology/Psychology/Political Science/Anthropology**

### **Game the System: Game Theory and the Science of Human Interaction (Semester 1 or Semester 2)**

In "Game the System," students will study game theory, defined as the study of logical decision making and cooperation and competition in humans, animals, and computers. Through game play and the study of real world applications of game theory, students will learn how to predict human reactions and interactions, understand how situations of cooperation or competition may benefit or hurt certain involved parties, study the history and present status of human tribalism, war, cooperation, morality, oppression/prejudice, and social structures, and learn how to facilitate cooperation in order to produce benefits for all parties.