

Middle School Enrichment Programs

**At
Allegheny College**

**In conjunction with:
Crawford Central, Conneaut, and PENNCREST
School Districts**

Seminar Descriptions

2019-2020

A Creating Landscapes Learning Satellite

Arts Immersion

2019-2020

In the Arts Immersion Program, you choose a "Major" which you will attend each of the twelve sessions. You will also be assigned three different minors. You will attend your 3 minors three times each over the course of the year.

MAJORS

2D Art with DP Warner: 2-D Art is a class designed for students who are interested in drawing as a method of discovery in their own thinking process. All kids have tremendous talent and a capacity for innovation. This course will encourage their critical thinking through the visual creative process. Those unafraid of being wrong will learn by discovering better choices. The goal of this class is to allow students the freedom to explore their ideas via various media (pencils, charcoal, pastels, etc) - without fear of punishment.

3D Art with Michael Marley: Recognizing that the first cornerstone of the foundation for visual arts is drawing, it becomes clear that it is also the basis for two-dimensional design, a fundamental source for the joy of human creativity. The natural expansion of this process is to move two-dimensional design through space, unveiling the never-ending stream of possibilities for fresh *three-dimensional* design concepts and their aesthetic appeal. A powerful and important premise for the approach to this domain of art is to provide the classroom- freedom to explore it through *trial and error*, developing, assessing, revising, and clarifying our work with the invaluable information provided by mistakes and initial failures. This allows students to flourish in a learning environment whose true purpose is growth through anticipation, excitement, and Joy.

Creative Music with Brian Thummler: In this class, students will explore improvisation through sound as a point of departure for creating their own musical compositions by way of group collaboration. Through the use of handcrafted instruments, keyboard, percussion, FX and musical instrument digital interface (MIDI), we will organize sound into rhythmic, melodic, and harmonic patterns which will be further structured by use of recording software. Activities will be guided by critiques based upon the *close listening* of student composed works.

Creative Writing with Lora Zill: If you like to write, and talk about writing, then this is the class for you! I offer fun, "hands on" creative writing prompts for you to choose from and respond to as you write. (You always have the option to work on your own writing.) If you are willing, you can share your work with the class, either in small or large groups. We praise you for what is strong and offer input on how to write more effectively. It is completely up to you whether or not you share, but I expect that you write and actively listen to the conversation about the writing. We learn to think by writing, analyzing writing, and understanding how to use language to achieve our goals.

Creative Dance with Gretchen Myers: Students will explore the elements of movement: time, space and energy. Then they will learn how to combine these to create personal and group phrases and dances.

Theatre Classes I and II with Betsy Sumerfield and Autumn Vogel: Students will develop communication skills, improvise characters and dialogue, and improve their sense of presence.

STEM and Social Science Immersion Programs

Option I

The World of Archeology with Danuta Majchrowicz (all day, limit 10 students):

Students will explore archeological issues (such as the debates regarding the peopling of the Americas; mysteries of the Pyramids; recent discoveries of more monuments at Stonehenge, Conneaut Giants, Terracotta Soldiers of Xi'an; modern human origins; famous archeological hoaxes; other topics may be considered per class interest). We will also learn about colonial and urban archeology in NW PA. Students learn how observations of the world around us are used to form testable hypotheses (the scientific method) about the human past. They will be introduced to archeological methods such as: excavation techniques, use of technology such as ground penetrating radar; dating processes, experimental archeology; and uses of anthropological data to understand remains. We will learn what it takes to understand ancient ways of life from bits and pieces discovered underground and from giant monuments on the Earth's Surface.

Field trips may include Greendale Cemetery, Edinboro University Archeology Lab, Meadowcroft Rock Shelter, Mercyhurst Archeology Institute, Baldwin-Reynolds Mansion, Union Iron Furnace in Venango County, participation in a "mini-dig." Costs of field trips depend on *available* funding.

Option II

Period 1: Activating Communities: with Lee Scandinaro

Each class is designed for students to understand and explore what a society designed for well-being might look like. To lay a ground work for this concept, first semester will cover the basic neurological science behind relationships, trauma and resilience and what this looks like in everyday life experiences. Second semester will move into the cultural and societal conditions which lead towards a society designed for well-being. Students are encouraged to implement concepts they come up with, based on their own life experiences, in their schools and communities.

Period 2: Comparative Evil with Wally Mason

This course will focus on comparing evil characters from history to fictional evil characters in literature and film. Real people will include Hitler, Stalin, Pol Pot and Vlad the Impaler. Fictional characters will include Voldemort (Harry Potter) Hannibal Lecter (Silence of the Lambs), The Joker (Batman) and Dracula. We will use a variety of sources to investigate why we can be captivated by evil in film and literature and fear evil in real life.

Period 3: Exploring Math: Patterns, Puzzles and Proofs with Cheryl Leech

Students in this class will learn to think like mathematicians by looking for patterns and using logical reasoning to justify solutions. Students will explore a variety of topics outside of the regular math curriculum through collaborative problem-solving, puzzles, and challenges.

Option III

Periods 1 and 2: Guerrilla Film-making with Shawn Washburn

Students enrolling in this course will be engaged in creating original short films. The ability to create a film allows students to enter the world of visual media, emerging technologies and time-tested storytelling. Guerrilla style film-making is a form of independent film production characterized by a small crew, quick scene shoots and use of readily available props and equipment. Viewing commercials, viral videos and class discussions about the uses of social media, will serve as inspiration during pre-production. Through a series of creative challenges participants will familiarize themselves with the elements of movie making. Learn to organize a shoot, frame a shot, edit, promote and present film.

Period 3. Musical Impact with Cindy Leguila

Students will explore music's impact on emotions, mood and imagery. Classes will include story writing, drawing and listening to a variety of film scores, instrumental and lyrical songs along with discussion of music's personal impact on the students.

Option IV

Period 1: Your World Today: Current Affairs with Wally Mason

This course will focus on local, national, and international events and issues as they unfold throughout the year. Through discussion, we will broaden our understanding of geography, politics and history of issues facing the world today. We will debate these issues as to how they affect and influence our lives. Students will be expected to participate in class through group work and discussion by critically reading, analyzing and debating current events. They will be able to express their opinions in a non-threatening environment.

Periods 2 & 3: Activating Communities: with Lee Scandinaro

Each class is designed for students to understand and explore what a society designed for well-being might look like. To lay a ground work for this concept, first semester will cover the basic neurological science behind relationships, trauma and resilience and what this looks like in everyday life experiences. Second semester will move into the cultural and societal conditions which lead towards a society designed for well-being. Students are encouraged to implement concepts they come up with, based on their own life experiences, in their schools and communities.

Third Period is a forum for visiting community activists.

Media Release Consent Form

Allegheny College
Office of Public Affairs
Allegheny College
520 North Main Street
Meadville, PA 16335

Student Name: _____

School Location: _____

Dear Parent of Guardian:

Allegheny College periodically receives requests for newspapers, magazines, and television and radio stations for stories concerning school-related activities. Often, such requests include permission for students' names and/or pictures to be used as a part of a news account or a feature story.

In order to ensure that we have your permission to release your child's name and/or picture to the media, the College needs your written consent. Please indicate below whether or not you will consent to the release of your child's name and/or picture for the purposes stated above and return this form to your child's teacher.

_____ I grant permission for my child's name and /or picture to be used in newspaper, magazine, television and/or radio coverage and stories concerning school-related activities at **Allegheny College**.

_____ I further agree to hold the College and its Board of Trustees, employees and agents, harmless should I have any claim regarding the use of my child's name and/or picture in any type of news coverage stories.

_____ I do not grant permission for the release of my child's name or picture for the reasons stated above. I understand that this will prevent my child from receiving recognition for accomplishments through the channels described.

.....
By agreeing to the above I also grant permission to the Crawford Central School District Secondary Gifted Program associates to use video or pictures of my child, named above in articles, brochures, newsletters, newspapers or other media describing the specific program in which my child participates. I understand that the articles or productions will also be used by the program staff to describe the program to other parents and professionals.

Parent or Guardian's Name

Parent or Guardian's Address

Parent or Guardian's Signature

Date

Middle School Gifted and Talented Enrichment at Allegheny College

Registration Form

2018-2019

Please select a first, second, and third choice indicating which program you would like to attend. Mark your choices with a 1, 2, and 3.

Student selecting Arts Immersion for any of their choices should include a first and second choice of major.

Please return this form even if you do not plan on attending pull-out enrichment next year.

_____ Arts Immersion Program

Major First Choice: _____

Major Second Choice: _____

_____ STEM and Social Science Option 1: Archeology

_____ STEM and Social Science Option 2: Activating Communities, Comparative Evil and Proofs, Patterns, Puzzles

_____ STEM and Social Science Option 3: Guerilla Film Making and Musical Impact

_____ STEM and Social Science Option 4: Current Events and Activating Communities

_____ I am not interested in attending pull-out gifted enrichment during the 2018-2019 school year.

Student's Name: _____

Parent's Signature: _____ **Date:** _____