

May 17, 2017

Dear Parents/Guardians and Students,

We are excited to share the 2018 JTerm Course Guide and initiate the registration process.

Registration forms, found on the final two pages of this document, are due by **Wednesday 5/24/17.**

Over the last four years, JTerm has offered our students and faculty an opportunity to discover a rich, in-depth interdisciplinary learning experience that is both rigorous and engaging.

As part of our ongoing reflection and refinement of this program, our dedicated faculty has continued to develop their courses, and we have several additions to the exciting offerings for the coming year.

Please take some time to review the JTerm Course Guide as a family.

Each student is asked to select 8 courses and rank them in order of interest. We encourage you to be very thoughtful in your selections. **Students will be placed into one of their 8 choices.**

Students entering 9th grade are required to remain on campus for JTerm and should complete and return only page one of the registration form. Students entering grades 10,11,12 are permitted to request travel courses. Students in grades 10-12 interested in one of the travel courses must complete and return page one and page two of the New Student Registration Form by Wednesday, May 24th to Mrs. Lee.

We are excited to watch this program continue to develop and enrich our community and the “Episcopal Experience.”

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Episcopal Academy Upper School
JTerm Course Guide 2017-2018

- JTerm will run **January 3 – 13, 2018**, immediately following our return from Winter Break and just prior to the start of the Spring semester.
- On-campus courses do not carry any additional cost; international or domestic travel opportunities do come with a fee (as noted in each course description).
- Students in grades 10-12 may travel on an international JTerm once during their time in Upper School. Exceptions may be made at the school's discretion if a roster spot needs to be filled.
- On-campus courses will, for the most part, be completed each day by 3:30, allowing students to participate in sports. Some courses include day trips and occasional overnight trips (noted in the course description). These trips will be concentrated on practice days to avoid missing games however there are some exceptions. Students with potential conflicts should meet with their coach to discuss. There are no costs to families for these trips.
- Seniors will have priority in the scheduling of courses; however, a few spots will be reserved for underclassmen in each course.
- Registration will close **on Wednesday, May 24th**.

Course Index

On-Campus Courses

- p. 3 **ART rEvolution** (Sigel, Hutchison)
- p. 3 **Body Systems: Advances in Human Form and Function** (Trimble, Bethoney)
- p. 3 **¡Bravo y Olé!** (Shimrock, Deirmengian)
- p. 4 **Building Understanding: Food and Community** (Mundy)
- p. 4 **Contest Math** (Goebeler)
- p. 4 **Cuban History and Culture** (Monahan, Furey, Trumbull, J. Maier)
- p. 4 **Dance Marathon EA** (Farrell, Edwards)
- p. 5 **Episcopal's Next Building? Designing a Sacred Space** (Row, R. Maier)
- p. 5 **Escape from the Western diet.** (Yaros, Parsons)
- p. 5 **Exploring Modern Chinese Culture: Make the Dragon Fly** (Yang)
- p. 6 **Forensics: CSI at EA** (Mitchell)
- p. 6 **Games 4 Geeks** (Bryant, Lavallee)
- p. 6 **Hollywood and History: Battles, Biographies...Bogus?** (A. McDermott, Kuzemka)
- p. 7 **Kitchen Chemistry** (Rheam, Kurz)
- p. 7 **Mock Trial** (Hay, Aldridge)
- p. 7 **Photography: Images Then and Now** (Leslie)
- p. 8 **Podcastic: Join The EA Podcasting Revolution** (Shapiro, Klein)
- p. 8 **Read a Play/See a Play** (Billmyer, Barr)
- p. 8 **Science and Engineering in Action** (Lorenson, Mathisen)
- p. 8 **Strings and Things** (B. McDermott, Newton)
- p. 9 **Takin' It To The Streets** (Erwin, C. Lavallee)
- p. 9 **The Journalist's Lens-Introduction** (Schuh, Willis)
- p. 9 **The History of Racquet Sports & the Evolution of Sportsmanship** (Kent)
- p. 10 **Up, Up and Away! The History, Ethics and Psychology of Superheroes** (O'Connor, Newton)
- p. 10 **Urban Farming: Growing Greener** (Zanki)
- p. 11 **Urban Scrawl: Writing The City** (Coleman, Nichols)
- p. 11 **Walk With Me: Exploring Issues of Social Justice & Poverty through Literature, Conversation & Hands on Volunteering** (Brinks, Herman)
- p. 11 **Writing, Directing, and Performing One-Act Plays** (Clay, McCreary)
- p. 12 **Zen and the Art of Chopping Wood** (Dilworth, Scott)

Travel Courses

- p. 13 **Domestic-Arizona: The Mystery and Majesty of Arizona & the Sonoran Desert** (Memmo, Murray)
- p. 13 **Domestic- Stay Woke: Recreating the Freedom Ride** (Bertucci, Kerwin)
- p. 14 **International-Haiti: Making the Stranger Our Neighbor** (Gavin, Lopez-Pesini)
- p. 14 **International-Jamaica: Out of Many, One People: Establishing Connections to Build Understanding** (Wingfield, Yespelkis)
- p. 15 **International-Remembering the World Wars** (Kelly, Konopka, Eripret)
- p. 16 **International-South Africa Service Trip** (Letts, McLauchlan)

On-Campus Opportunities

ART rEvolution

Teachers: Sigel, Hutchison

Art is visual communication. How does art making and viewing connect us with the world? How has history, politics, culture, fashion, religion, economics, narrative, or material, for example, influenced movements and styles in art? What inspires your creativity?

In this course, students will have the opportunity to experience in–depth studio based assignments in conjunction with travel to Philadelphia art museums and galleries, collaboration on community service and public art projects, and visits to gallery exhibitions.

Students will gain an understanding of studio materials, techniques, and art practices on a daily basis. Students will learn about and participate in the assessment and development of their work and the artwork of their peers through group critique, self-reflection, and written format. Art appreciation and art history will be introduced through contemporary and historical slide lectures, museum visits, and reading assignments. The art rEvolution school day will revolve between three-hour studio classes, art history lectures, studio critiques, and field trips to Philadelphia area galleries, museums, public art sites, and design and fabrication centers. The course will culminate with a final gallery exhibition and the installation of a collaborative work of art.

Body Systems: Advances in Human Form and Function

Teachers: Bethoney, Trimble

This course offers students the opportunity to delve into an in-depth survey of the medical advances in several major human body systems. The focus of the course provides a springboard for further investigation into technologies that improve upon existing human functionality. Students will be engaged to think creatively and scientifically about current human functionality, the advances in treatment and basic research currently under development/being utilized and potential areas for further improvement. We will examine the latest in research and technology in the following body systems: immune system, musculoskeletal system, nervous system, the senses, and reproductive system. Throughout the course, each student will create an atlas about each body system explored. The atlas will describe the body systems examined and advancements discussed during the trip.

¡Bravo y Olé!

Teachers: Shimrock, Deirmengian

¡Bienvenidos! Bravo y Olé offers students the opportunity to get to know Hispanic culture that is right in our backyard. Not only will students have the opportunity to use the Spanish they know, but they will be able to explore the arts, film, music and cuisine of Latin America. The course will visit museums and shops, view films and have follow-up discussions as well as explore the culinary aspects of various Latin American countries. Students will truly experience Hispanic cultures rather than just read about them in books. This course will enhance their understanding and appreciation of the Hispanic cultures that they have learned about in class. Students who are interested should be enrolled in Spanish at Episcopal excited to dive into new cultures.

Building Understanding: Food and Community

Teacher: Mundy

What does it mean to live in poverty? What is the impact of being hungry? Together we will immerse ourselves in the West Allegheny community to build understanding of poverty and hunger. We will participate in various (fun) volunteer opportunities at St. James school, SHARE, Church of the Advocate Soup Kitchen, Casserole Blitz, and others.

Contest Math

Teacher: Goebeler

Do you like the idea of solving problems? Have you ever wondered how students in other countries tackle problem solving? Do you like working on interesting problems in mathematics? This could be your course. We will examine the traditions of Hungary, Russia, India, and China. We will learn about such personalities as Grigori Perelman, Sun Zi, Ibn Tāhir, and Omar Khayyam. We will travel to the National Museum of Mathematics in Manhattan. Most of all we will work on solving problems from the AMC, the AIME, the Putnam, and from professional mathematics journals in a format more conducive to problem solving. Deep thinking of the sort required for success in this Jterm cannot occur in 30- minute intervals. Your powers of attentiveness will grow in endurance as we engage in sustained concentration. We will also discuss the psychology of mathematical thinking, how to attack unfamiliar problems, and what techniques come up regularly but in disguised form. There will be screenings of “The Man Who Knew Infinity,” about Indian Mathematician Srinivasa Ramanujan, “N is a Number” about Hungarian Mathematician Paul Erdős, and “Hard Problems,” about students around the world advancing to the International Mathematics Olympiad.

Cuban Culture and History

Teachers: J. Maier, Trumbull, Furey, Monahan

The purpose of this class is to introduce students to the history, art and culture of the Cuban people. This will be accomplished by touring a Cuban neighborhood in NYC, visiting multiple museums and art galleries, and interacting with guest speakers and instructors. We will be investigating the different stages of Cuban history, experiencing Cuban music, salsa dancing and preparing Cuban food. For their final project, participants will demonstrate deeper knowledge of a specific aspect of Cuban life. In part, the instructors of this course will be preparing their group of students for a JTerm 2019 trip to Cuba. Rising Sophomores and Juniors who take this course during JTerm 2018 will be given priority to go to Cuba the following year; the background knowledge obtained during 2018 JTerm will enhance the students’ experience on the trip.

Dance Marathon EA

Teachers: Farrell, Edwards

Have you ever wanted to be involved in the organization and planning of an inaugural event to bring the Episcopal community together for a great cause? If so, I have the J-Term for you. Dance Marathon EA will spend two full weeks mapping out a twenty-hour dance marathon, which will take place in early March. There is an incredible amount of planning and organizing that is needed to put together an event like a dance

marathon. The group will visit event-planning organizations that run their own dance marathons to learn about the process. The group will meet with lower, middle and upper school representatives to help coordinate this all school dance marathon. If you are a highly motivated and organized person with an interest in bringing our community together for a great cause then this is the J-Term for you!

Episcopal's Next Building? Designing a Sacred Space

Teachers: Row, R. Maier

EA's next building from the ground up! Students will design a new sacred space at Episcopal that will complement - not replace - the Class of 1944 Chapel. We will study sacred spaces and memorials from many religious traditions, including field trips to exemplary buildings in the Philadelphia area and beyond. Students will then design and construct a scale model of a new memorial space at our school, using architectural drafting and modeling techniques to bring the project to life. No previous design experience is necessary, just enthusiasm for awe-inspiring buildings and a desire to work with your hands. Students will be assessed on a regular basis on readings, journaling, and interim projects and will defend their final design before a panel of architectural professionals.

Escape from the Western diet, eat real food and feel better

Teachers: Yaros, Parsons

In the first week, we will read the latest on food, nutrition, and health from food experts Michael Pollan, Michael Moss, & Mark Bittman. We will also watch and discuss parts of films, documentaries, and videos. We will learn how the industrial food complex and nutritional scientists have changed our traditional diets and made us addicted to salt, sugar, and fat. Furthermore, we will discover how the food industry uses its marketing tools and the media to undermine the food culture of our ancestors. We will take trips to food processing plants and organic farms, supermarkets, farmer's markets, and restaurants to see how food is made and sold. We will also look critically at the issue of waste and sustainability. What actually happens to food and food packaging after we eat it? Is there a better way to do it?

In the second week, we will research recipes that are healthy, delicious, easy to prepare, and inexpensive, including "super foods" from Latin America, Asia, & Africa. Based on such research, we will cook meals, prepare natural juices and smoothies, and share them with the student body so that together we can advocate for healthy lunch options and snacks. We also hope to team up with a lower school class to share with them what we've learned. By virtue of these experiences, we hope students will engage in food activism throughout their lives and go back to tradition and common sense for the sake of your health, the health of the animals, and the environment.

Exploring Modern Chinese Culture: Make the Dragon Fly

Teacher: Yang

This course will introduce the traditional Chinese culture of dragon dance. The Chinese dragon is a legendary creature in Chinese mythology and folklore. It symbolizes auspicious powers, particularly in control over water, rainfall, typhoons, and floods. Chinese people worship dragons for good harvest and good luck. Dragon dance is a traditional practice during important festival events to worship dragons for good luck and success. Besides introducing the Chinese cultural tradition of dragons, this course will have students make (or assemble) a 18-meter dragon costume, and learn to operate it in a teamed dragon dance for school events related to

Chinese/Asian culture. We will explore events in the local Chinese communities: music, dance and

Forensics: CSI at EA

Teacher: Mitchell

You've seen it on TV, now experience crime scene investigation first-hand! This upcoming JTerm, EA will have its own Crime Scene Investigation Lab (CSI: EA) and it's up to you and your teammates to collect and analyze evidence that will be used in a court of law. Society is depending on you to conduct an unbiased and rigorous analysis so that the guilty are charged and the innocent are acquitted. If you think everything you see on TV crime shows is accurate and foolproof, think again! You'll be surprised to discover that many CSI techniques are unreliable and have sent innocent men and women to jail or even Death Row. This course centers on concepts and skills emphasized in a science class and building a bridge between science and real-life application. Information and activities require students to be investigators, gathering data, thinking critically and logically about evidence and explanations (hypotheses) reinforcing the scientific method.

Note: This course includes some graphic and disturbing subject matter (violence, crime, blood, cadaver decomposition, autopsy, etc.). 100% student participation required on all activities, no exceptions. Students uneasy about graphic content of course should not sign up for this class.

Games 4 Geeks

Teachers: Bryant, A. Lavallee

What do Money & Math, Business & Baseball, and Politics & Prison have in common?

Games are fun, but Standard Game Theory is more than just fun and games. Games 4 Geeks will help students investigate the following questions: What do the movies *Moneyball*, *Rounders*, and *A Beautiful Mind* teach us about applying game theory? Who is Nate Silver, and why is he making millions predicting outcomes in baseball, politics, and poker? What is the optimal small business strategy in a perfectly competitive industry regarding the 3 P's (pricing, plant size, and production), as well as R & D, marketing, and charitable giving? How do I best learn from my own mistakes and capitalize on the mistakes of others? This course is open to 10th-12th grade students.

The course instructors bring a wealth of experience in both game playing and critical analysis. Dr. Lavallee has recently received his Ph.D. in Economics, and played professional baseball in an Independent League. Mr. Bryant taught Economic Theory at Episcopal for ten years, and was the leading scorer for Wales, Europe's worst national basketball team in 1988.

Hollywood and History: Battles, Biographies...Bogus?

Teachers: A. McDermott, Kuzemka

Interesting characters, a vivid setting and an unbelievable series of events; this may describe your favorite movie or maybe your favorite unit in history class! From *Gone with the Wind* to *Lincoln*, there is a long tradition in Hollywood of using famous events and people as the basis for major motion pictures and many people's understanding of history is shaped by the movies they see. It seems that everyone has referenced a movie scene when they describe an historical event; however, sometimes the makers of these movies take liberties with the facts surrounding the events they depict. This course is designed to examine this practice and to evaluate why they would take these liberties and whether or not it is acceptable.

Students will examine eight major motion pictures through the eyes of both the viewing public and a critical historian. They will research and examine primary source documents and published historical accounts about the events depicted in the films. They will evaluate and discuss their findings relative to the accuracy of the film and its box office success. They also will explore the process of getting a screenplay made into a motion picture to try to understand better how and why these films come out the way they do.

During the final week, students will work in small groups to develop a skeleton screenplay based on an event or character of their choice. They will engage in historical research and will develop and prepare a presentation to “pitch” their film idea to prospective producers.

Kitchen Chemistry

Teachers: Rheam, Kurz

Ever wonder why that batch of cookies spread all over the pan? How you can eat healthier while still keeping flavor in your food? What are those crazy top chefs doing in the kitchen with liquid nitrogen and equipment from a laboratory? This course will examine the science behind: bread baking, candy making, molecular gastronomy, and ingredient substitutions. We will also investigate cooking techniques, kitchen equipment, and the chemistry of what makes things taste good. At the culmination of this course, each student will engage in a project in which they will choose a cooking technique to explore and report the findings. Prerequisite: Students in this course must have completed at least one semester of Chemistry (students actively enrolled in Chemistry are eligible).

Mock Trial

Teachers: Hay, Aldridge

Considering becoming a lawyer or want to learn what goes on in a courtroom? Like the idea of performing the role of a lawyer or witness in a fun, competitive atmosphere? Every year, the Pennsylvania Bar Association runs a statewide competition in which schools compete against each other in front of real judges with attorneys serving as the jury. Students enrolled in this course will comprise a Mock Trial team that will compete in this statewide competition. During the first week, we will digest the official case materials and learn about courtroom procedure, including making objections and entering exhibits into evidence. We will take two daytrips: one to the United States Supreme Court in D.C. and the other to Philadelphia to view courtroom lawyers and judges in action. In the second week, we will finish drafting our statements and questions, scrimmage against each other and finish the week by holding a mock trial before a real judge and jury. Although the course will end then, students will also compete in their Delaware County trial against opponent school teams at the Media Courthouse after school one to two days later that winter (assuming no conflict with their interscholastic sports competitions.) This is a good way to be a part of Mock Trial without all the weekend meetings!

Photography: Images Then and Now

Teacher: Leslie

EA was founded in 1785. Photography is born 40 years later. Learn about one of the first photo processes; Wet Plate Photography. Students will travel to the International Center of Photography

in NYC and the Pennsylvania Academy of Fine Arts to see some historic images. We will visit a local studio making wet plate photos today and receive private instruction from an industry professional. Students will generate wet plate photos of their own and will create a Blurb Book of our images as well as 2 original pieces to be auctioned off at Star Fest 2018.

Podcastic: Join the EA Podcasting Revolution

Teacher: Shapiro, Klein

Podcasting is rapidly becoming one of the most popular forms of audio entertainment in America. Nearly 20% of Americans are podcast listeners and that number is rapidly on the rise. If you've ever had an amazing conversation that you wish could've shared with someone else, then maybe it's time to make your voice heard, maybe it's time to create and distribute your own podcast! You will learn how to record and edit your own audio using GarageBand, and think about what stories, knowledge and interests you have to share with the world. My hope is that we can found the EA podcast network, which will be the future home for all EA student podcasts. Join the podcast revolution and let your story be heard!

Read a Play/See a Play

Teachers: Billmyer, Barr

Theater fans will have the opportunity to travel to a New York City matinee musical and a variety of local theater productions. Prior to each play, students will learn about staging, playwriting, as well as the technical and performance aspects of theater from a range of faculty members from the EA English and Drama departments. Time in the classroom will be devoted to reading, analyzing, and discussing scripts and playbooks.

Science and Engineering in Action

Teachers: Lorenson, Mathisen

Students in this course will travel beyond the classroom to examine how science and engineering are developed and utilized. Students will learn the role of engineering and science in society and how science and engineering have developed over time and what the future may hold for these fields. This will be accomplished through a combination of daily field trips, films, hands-on activities and discussions with professionals currently in the field. Highlights of our explorations will include a trip to a training and manufacturing facility used by pilots and astronauts, an insider's tour of an aircraft manufacturing facility, a tour of an active environmental worksite, and a tour of a bronze casting facility.

Strings and Things

Teachers: B. McDermott

This will be a student tailored course in which we will explore in depth many aspects of the guitar. **This course is open to all students regardless of experience level.** There will be a player of the day whose style will be the subject of instruction. We will spend time listening, explaining, demonstrating and practicing many different styles and techniques. Each student will learn more on the history of the development of the guitar as well

as how the guitar is constructed, including basic electronics. There will be a building component in which each student will construct an instrument or electric component for the guitar. The course will be very flexible to help cater to individual interests and ideas. A performance/recording of some sort will be one of the goals for the group, which in the end will be designed and decided on by the participants. Students should come away from this experience with a much greater depth of knowledge about their instrument regardless of the level at which they entered the course.

Takin' it to The Streets

Teachers: Erwin, C. Lavallee

This J-Term offering is for the performer who wants to “take it to the streets.” We are looking for any musician who is confident in performance—singers, guitarists, bass player, string players, percussionists, and brass players. Our goal will be to arrange a 40-minute set that we take to places that might not normally have concerts. The first three days will be spent in rehearsal. After instrumentation is assessed, we will work as a group picking repertoire and arranging music like a pro. There will be three sessions a day as we work to polish and perfect an entertaining and engaging set. During the second week, each day will be spent traveling as so many other bands and ensembles do, visiting under-served elementary and middle schools, children’s hospitals, day care centers, and retirement communities in Philadelphia, Baltimore, Camden, and other towns within an hour drive from EA. Any musician who loves performing and wants to share their talent with the community is welcome to join us!

The Journalist’s Lens - Introduction

Teachers: Schuh, Willis

Journeying to Washington, DC will be a highlight for beginning level journalists as they learn about how freedom of the press is critical to a functioning democracy. Over the course of the remaining days of J-Term students will visit *The Philadelphia Inquirer*, hear from journalism professionals working in a range of media and genres, receive a crash-course in journalistic style, and create an online newspaper. Students with an interest in journalism, writing and discovering the creative process will enjoy this introductory course.

The History of Racquet Sports & the Evolution of Sportsmanship

Teacher: Kent

This course will venture into the distant centuries (and into the heart of Philadelphia’s historic past) to discover the archaic games of Racquets and Court Tennis, a.k.a. “The game of kings.” We will trace the evolution of how these games for the elite of society morphed into the widely popular games we play now. We will have the privilege of getting on all these courts ourselves, (both the modern and ancient versions thereof) and learning from experts how these esoteric racquet sports were played and how they evolved. At the same time we will explore the aristocratic cultures that gave rise to these games and inquire how the rules and regulations align with the customs of the victorian era. In addition, we will step back to examine sports in general in order to investigate how and why the human species has come to value the concept of fair play and sportsmanship. Our explorations will include interviews with some top end players (in squash, court tennis and racquets) who have

navigated competition at the highest levels. Among this group will be EA's Todd Harrity (presently ranked 52 in the world) and former national champion, Demer Holleran. This course will be an opportunity to test your understanding of honor, integrity and impeccably correct behavior, as well as a chance to polish and refine your racquet skills.

Up, Up and Away! The History, Ethics and Psychology of Superheroes

Teacher: O'Connor

Superheroes are not merely comic book characters; rather they are social mirrors and molders that serve as a barometer of the place and time in which they reside. Their stories help us to comprehend our world and allow us to better understand ourselves." (*Super-History* by Jeffrey K. Johnson). The above statement will drive this course as we examine why we as a society are infatuated with superheroes and how it has reflected the history of our nation. Throughout the course students will learn about the origin of the comic book, particular superheroes, debate ethical issues represented throughout comic books as well research topics themselves and present them to the class. Come join in on the lively discussions and examinations of the comic book genre!

Urban Farming: Growing Greener

Teacher: Zanki

When you think of a farm, what do you think about? Most people may imagine a countryside, acres of land with some chickens, cows, pigs and maybe even a goat running around. They may think of a big barn, a tractor and the many varieties of vegetables growing up in the vast fields that surround a farmhouse with a big ol' wrap-around porch, and a farmer decked out in overalls. Pretty standard.

Well, what if I told you to re-imagine the farm- in downtown Philadelphia. Take all of the vegetables, the pigs, the cows, the goats and chickens and put them in a city. Take all of those vegetables and plant them in a world of concrete and high rises. How does that work? What does that look like and why would anyone even think to do such a thing? Those are great questions and what we hope to learn in this course.

Urban farming is an increasingly popular and necessary venture throughout America and the world. It provides healthy food to communities in need and helps to revitalize neighborhoods. It also teaches the importance of health and nutrition, all while helping the environment and community. In this course, we will visit and volunteer at several urban farms right here in Philadelphia, attend workshops with farmers, artisans, bee-keepers, cheese-makers, etc., and learn about what they do, how they do it and why they do it. We will take a trip to the Pennsylvania Farm Show in Harrisburg to see the different aspects of farming today, and then we will take these lessons back to EA to incorporate them into our campus life. Students will create a web site and a blog to track and share our adventures; we will grow micro greens, lettuce, spinach, kale, etc. in the greenhouse, and we will design and build a hydroponic growing system that will allow us to grow our own food without soil! If you've ever wanted to learn how to grow your own food, keep bees, raise chickens or you just want to get a little dirty and have some fun- join the Urban Farming movement and become an EA Farmer!

Urban Scrawl: Writing the City

Teachers: Coleman, Nichols

This course will engage students in the process of exploring and capturing historically and culturally vibrant communities through different modes of descriptive writing. Each day, members of the class will receive a writing and a reading activity that introduces them to a particular kind of writing, including travel writing, personal essay, poetry of place, and graphic essay. On most days, the class will also visit a new section of the city and document personal experiences and encounters through guided writing activities. A visual tour the students take through the Mural Arts Program will teach the history of local neighborhoods through Philadelphia's thriving arts scene. The culminating project will be a Chapbook of collected writing designed and planned by the student, with guidance from the teachers.

Walk With Me: Exploring Issues of Social Justice & Poverty through Literature, Conversation & Hands on Volunteering

Teachers: Brinks, Herman

Walk With Me puts students in a servant's shoes and challenges them to wrestle with issues of social justice and poverty through direct service opportunities, conversation with field leaders and informed study. Through experiential service, this course introduces the issues of hunger, homelessness and literacy in our country. With the help of people working on these challenges, we will look at causes, effects and possible solutions to these systemic human and community issues. We will spend a day with Philadelphia's Project Home where they are finding innovative ways to address homelessness. We will compare and contrast to inner city Philadelphia schools, one public and one private and we will visit a suburban food bank. And then Walk With Me takes students to New York City for three days to live simply in community at a neighborhood church on the Upper East Side. We will purchase and prepare our own meals using SNAP/Food Stamps parameters, participate in local service initiatives and having meaningful conversations around our experiences. Selected readings from texts such as Nickel and Dimed will correspond with our daily experiences. Students will be asked to think critically and reflectively about the role of responsible citizenship. Walk With Me promises to be eye opening and transformative for all.

Writing, Directing, and Performing One-Act Plays

Teachers: Clay, McCreary

During this course, students will explore the elements of creating and performing short theatrical pieces. This collaborative course will expose students to each piece of the process - writing, directing, and acting - but will allow students to focus most intensively on the aspects of the process that are most interesting to them. This course is designed for students of all skill and experience levels: the group will gain familiarity with the fundamentals of these elements through guided writing exercises and improvisation before we begin to create more fully realized plays. With the assistance of faculty members, students will work to create, cast, and refine several short theatrical pieces. The course will culminate in a public performance of these works and a "talk back" where class members answer audience questions about their creative processes.

Zen and the Art of Chopping Wood

Teachers: Dilworth, Scott

"Buddhist monks have a saying "Before enlightenment, chop wood and carry water. After enlightenment, chop wood and carry water." These simple acts of chopping wood and carrying water served as an active meditation on their path to enlightenment while also serving the needs of their community.

Zen and the Art of Chopping Wood will follow in these wise men's path as we strive for a more peaceful, thoughtful, and interconnected existence. We will unplug ourselves from all technology and become fully present in each of our activities throughout each day of this course. While we won't be carrying water, we will visit a meditation center/ Buddhist temple and be guided by the principles of meditation and mindfulness. We will stretch/ practice yoga each morning and afternoon. We will cook communal breakfasts and share in those tasks/ responsibilities. We will read selected essays and works from Thich Nhat Hanh, a Vietnamese Buddhist monk, poet, and peacemaker. We will go on meditative walks, and of course, chop wood. We will build fires, stack wood, clean and care for our tools and have daily reflection/ journaling at the end of each day.

The hope for this course will be to break our dependence on technology, learn the value of physical labor, be mindful of our actions, be aware of the interconnectivity that we all share, and learn to live in and appreciate each moment of the day.

If you want to ditch technology, be active, learn a skill and become a more centered and mindful individual, come chop wood!"

TRAVEL OPPORTUNITIES

- The following are international and domestic travel opportunities. The options below may rotate with other travel options in future years. There will be a student cost associated with the trip (see details below).
- All students interested in a trip will also be asked to select their top on-campus classes during registration. Only about 60 students will be able to travel each year.
- Parent permission is required before a student is officially registered for a travel course. Parent and student signatures are required on the International trip course registration form to ensure commitment.
- Students in grades 10-12 may travel on an international JTerm once during their time in Upper School. Exceptions may be made at the school's discretion if a roster spot needs to be filled.
- Students selecting travel courses will be required to return a signed parent acknowledgment form.
- Estimated costs are subject to change.

Domestic-Arizona: The Mystery and Majesty of Arizona & the Sonoran Desert

Teacher: Matt Memmo, Tanuja Murry

Estimated cost: \$3,800

10% Deposit due: September 22, 2017

Balance payment due: October 27, 2017

Students will travel to the Sonoran Desert in Arizona and the surrounding area to study the environment, culture & history of this harsh, but beautiful land. Highlights include a night under the stars at Joshua Tree National Park, meeting with border patrol agents and investigating the border economy, a visit to the Kitt Peak Observatory and much more. [Click here](#) working for the working trip itinerary.

Domestic-Stay Woke: Recreating the Freedom Ride

Teachers: Bertucci, Kerwin

Estimated cost: \$4,000

10 % Deposit due: September 22, 2017

Balance payment due: October 27, 2017

Who were the Freedom Riders? They were college-aged Civil Rights activists who rode a bus from D.C. to Alabama in the 1960s to shed light on the non-enforcement of desegregation laws. Retracing their route will help us stay woke in a tumultuous present-day climate. We will delve into collaborative leadership, multicultural identity, religious pluralism, and sustainability as we engage in deep dialogue surrounding issues of diversity and social justice in the modern world. Students will document their journey through various means (such as videos, podcasts, and blogs). This experience will empower students to use their voices as agents of change for good. [Click here](#) for the working trip itinerary.

International- Haiti: Making the Stranger our Neighbor

Teacher: Tim Gavin, Gloria Lopez

Estimated cost: \$2,200

10 % Deposit due: September 22, 2017

Balance payment due: October 27, 2017

Required documents: Passport with at least one blank page, expiring no fewer than 6 months after departure date from Haiti.

This course will focus on how to develop the relationship that EA has with St. Marc's, Haiti. We will examine the historical background of Haiti from its indigenous people through colonialism to the present day. We will explore the language and culture of Haiti and examine the ethics behind service learning and service collaboration. Students will read selections from various books and write reflections. Students will be responsible for developing ways in which to engage *the other* (our Haitian neighbors) in order to understand that we have much to give and teach but we also have much to receive and learn. Students will be assessed in the following ways: developing a plan for the trip; writing a short paper demonstrating an understanding of historical factors influencing social conditions that exist in present day Haiti, specifically St. Marc's School; presenting the influences of Christianity on Voodoo and vice versa; and speaking to students at St. Marc's in basic Haitian Creole. When we arrive in Haiti, students will be required to go beyond their comfort zones and become a true partner with their Haitian brothers and sisters through sharing meals, language, ideas, travel, and worship time together. [Click here](#) for the working trip itinerary.

International-Jamaica: Out of Many, One People: Establishing Connections to Build Understanding

Teachers: Grace Wingfield, C.J. Yespelkis

Estimated cost: \$1,900

10 % Deposit due: September 22, 2017

Balance payment due: October 27, 2017

Required documents: Passport with at least one blank page.

The Jamaican national motto is "Out of Many, One People," and that sense of connection shines through the daily life of the Jamaican people. As Episcopal Academy community members, we hope to create a more understanding world, one connection at a time. The longer and more meaningful these connections we create, the greater impact we can have on the lives of those around us. Our goal is to build on the idea that our experiences help determine who we are, and by sharing those experiences with others, we deepen connections and enrich our own perspective. During our trip to Jamaica, we will focus on the process of building relationships and sharing life experiences with a variety of people. We will learn from nursing home residents,

those who care for them, students in an extremely poverty stricken school and people with entirely different backgrounds from our own. Through active, immersive, and authentic volunteer work, we will use the established connection with the St. Ann's infirmary to give as much as we receive while we collect wisdom and share experiences. [Click here](#) for the working trip itinerary.

International- Remembering the World Wars

Teacher: Kelly, Eripret, Konopka

Estimated cost: \$4,000

10 % Deposit due: September 22, 2017

Balance payment due: October 27, 2017

Required documents: Passport with at least one blank page, expiring no fewer than 6 months after date of return to U.S.

Never was so much owed by so many to so few.' Winston Churchill's statement reflects the realities of the costs of the World Wars. No corner of the Earth escaped destruction. No civilian went unharmed. However, throughout this Armageddon, the global community emerged to rebuild and thrive. If the sacrifices of so many were not successful, our global history was destined to be harsher and darker. This J-Term trip will enable students to experience the effects of the World Wars imminently and to gain a new appreciation of its history. Remembering The World Wars will provide students the opportunity to explore how armies fought, the wars' immediate impact in Europe, and their global legacies.

Worldstrides, an organization that specializes in educational trips, designed this trip specifically for the Episcopal Academy. This company created the backbone for the Episcopal Academy's first successful international j-term trip, Roman Britain. Each day contains visits to museums, memorials, and battlefields. At the end of each day, the students will have time to reflect on the day's activities and how the experiences impacted their understanding of the World Wars' histories. We are proposing this trip to be lead by three chaperones. One chaperone is an enthusiastic expert in the studies of the Great Wars, Max Kelly. The other chaperone, Molly Konopaka, exemplifies academic curiosity in history and she is a proven EA chaperone. The last chaperone, Marc Eripret, will be not only our translator but also our native expert in French culture and history. The combination of these three chaperones and Worldstrides will provide a truly memorable and innovative academic experience for the students of Episcopal Academy. [Click here](#) for the working trip itinerary.

International-South Africa Service Trip

Teachers: Mike Letts, Cheryl McLauchlan

Estimated cost: \$4,700

10 % Deposit due: September 22, 2017

Balance payment due: October 27, 2017

Required documents: Passport expiring no fewer than 30 days after departure from South Africa.

An exploration of South Africa and Cape Town, this J-Term will focus primarily on service work in Masiphumelele Township on the southern outskirts of the city. Home to more than 26,000 residents, Masiphumelele suffers from a high HIV infection rate, scarce amenities, poor school infrastructure and overcrowding. For seven out of the 10 days the students are in country they will work at a site determined by Educational Travel Adventures (the program administrator). Work could include teaching English lessons and playing educational games at a summer camp, painting or other maintenance of a preschool or community center, improving the infrastructure of a local library, building a playground and creating vegetable gardens. In addition to the community service work, students will experience a full community and in-country orientation, Sunday services at the local church, dinner in the township, accommodation in beachside communal guesthouses, several bicycle tours of the city and township, visits to the District 6 Museum and Apartheid Museum, a tour of Robben Island, shopping in Green Market Square, a visit to the top of Table Mountain and other activities. [Click here](#) for the working trip itinerary.

2018 JTerm New Student Registration Form **Page 1** Due May 24, 2017

Please select 8 courses and rank your **on-campus course choices** 1-8 (1 is your first choice). Refer to the course guide for course descriptions. You will be placed into one of your 8 selections. Travel course options are on the reverse side of this page.

On-Campus Courses

Rank

p. 3	ART rEvolution (Sigel, Hutchison)	_____
p. 3	Body Systems: Advances in Human Form and Function (Trimble, Bethoney)	_____
p. 3	iBravo y Olé! (Shimrock, Deirmengian)	_____
p. 4	Building Understanding: Food and Community (Mundy)	_____
p. 4	Contest Math (Goebeler)	_____
p. 4	Cuban History and Culture (Monahan, Furey, Trumbull, J. Maier)	_____
p. 4	Dance Marathon EA (Farrell, Edwards)	_____
p. 5	Episcopal's Next Building? Designing a Sacred Space (Row, R. Maier)	_____
p. 5	Escape from the Western diet. (Yaros, Parsons)	_____
p. 5	Exploring Modern Chinese Culture: Make the Dragon Fly (Yang)	_____
p. 6	Forensics: CSI at EA (Mitchell)	_____
p. 6	Games 4 Geeks (Bryant, Lavallee)	_____
p. 6	Hollywood and History: Battles, Biographies...Bogus? (A. McDermott, Kuzemka)	_____
p. 7	Kitchen Chemistry (Rheam, Kurz)	_____
p. 7	Mock Trial (Hay, Aldridge)	_____
p. 7	Photography: Images Then and Now (Leslie)	_____
p. 8	Podcastic: Join The EA Podcasting Revolution (Shapiro, Klein)	_____
p. 8	Read a Play/See a Play (Billmyer, Barr)	_____
p. 8	Science and Engineering in Action (Lorenson, Mathisen)	_____
p. 8	Strings and Things (B. McDermott, Newton)	_____
p. 9	Takin' It To The Streets (Erwin, C. Lavallee)	_____
p. 9	The Journalist's Lens-Introduction (Schuh, Willis)	_____
p. 9	The History of Racquet Sports & the Evolution of Sportsmanship (Kent)	_____
p. 10	Up, Up and Away! The History, Ethics and Psychology of Superheroes (O'Connor, Newton)	_____
p. 10	Urban Farming: Growing Greener (Zanki)	_____
p. 11	Urban Scrawl: Writing The City (Coleman, Nichols)	_____
p. 11	Walk With Me: Exploring Issues of Social Justice & Poverty through Literature, Conversation & Hands on Volunteering (Brinks, Herman)	_____
p. 11	Writing, Directing, and Performing One-Act Plays (Clay, McCreary)	_____
p. 12	Zen and the Art of Chopping Wood (Dilworth)	_____

Student Name: _____

Grade in September, 2017: _____

Return to Mrs. Lee by Wednesday, 5/24/17

Email: jterm@episcopalacademy.org

Mail: Attn: Tracie Lee, The Episcopal Academy, 1785 Bishop White Drive, Newtown Square, PA 19073

2018 JTerm New Student Registration Form Page 2

Parent Acknowledgement of Student Interest in Travel

Please rank your choices for travel courses (1 is your first choice). Only sign up for trips in which you are committed to participating. Students in Grades 10-12 may elect to participate in JTerm travel courses. Please note, that you **MUST** also complete the on-campus course selection. Rank Travel courses and on campus selections separately. Please refer to the course guide for course descriptions.

<u>Travel Courses</u>	<u>Rank</u>
p. 13 Domestic-Arizona: The Mystery and Majesty of Arizona & the Sonoran Desert (Memmo, Murray)	_____
p. 13 Domestic- Stay Woke: Recreating the Freedom Ride (Bertucci, Kerwin)	_____
p. 14 International-Haiti: Making the Stranger Our Neighbor (Gavin, Lopez-Pesini)	_____
p. 14 International-Jamaica: Out of Many, One People: Establishing Connections to Build Understanding (Wingfield, Yespelkis)	_____
p. 15 International-Remembering the World Wars (Kelly, Konopka, Eripret)	_____
p. 16 International-South Africa Service Trip (Letts, McLauchlan)	_____

We have discussed our child’s interest in participation in a trip for JTerm 2018. We understand that there is an additional cost for which we are responsible.

Student Name (please print clearly) _____ Date: _____

Grade in September, 2017 _____

Parent Signature _____ Date: _____

JTerm 2018 Travel Courses

- Domestic-Arizona:** The Mystery and Majesty of Arizona & the Sonoran Desert (Memmo, Murray) – Estimated cost: \$3,800
- Domestic-Stay Woke:** Recreating the Freedom Ride (Bertucci/Kerwin) – Estimated cost: \$4,000
- International-Haiti** (Gavin, Lopez) – Estimated cost: \$2,200
- International-Jamaica:** Out of Many, One People: Establishing Connections to Build Understanding (Wingfield, Yespelkis) – Estimated cost: \$1,900
- International-Remembering the World Wars** (Kelly, Eripret, Konopka) – Estimated cost: \$4,000
- International-South Africa Service Trip** (Letts, McLauchlan) – Estimated cost: \$4,700

Return to Mrs. Lee by Wednesday, 5/24/17

Email: jterm@episcopalacademy.org

Mail: Attn: Tracie Lee, The Episcopal Academy, 1785 Bishop White Drive, Newtown Square, PA 19073