THE ATTIC LEARNING COMMUNITY

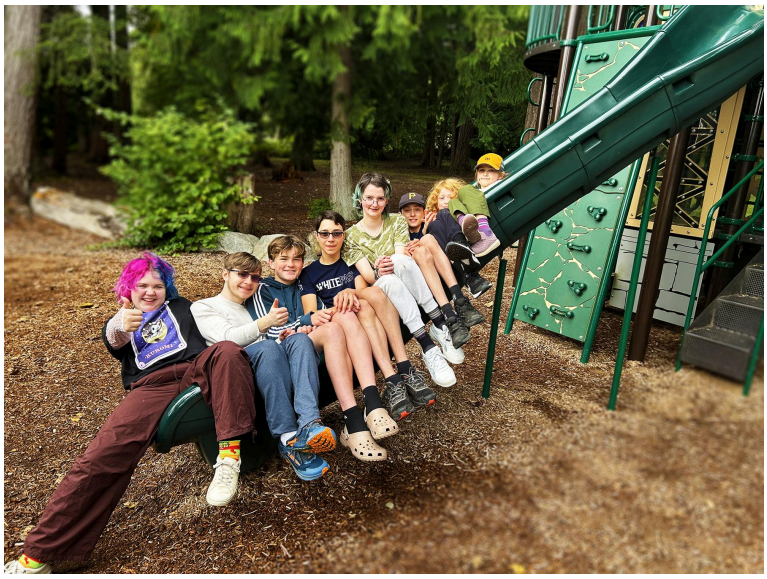
Celebrating 25 Years of Reimagining Education

Program Overview

Thank you for taking the time to visit our vibrant multi-age community. We serve children and teens from age 5 through 18. The following information is designed to help you understand our unique philosophy and approach.

A Developmental View

We place children in multi-age groups according to their development, not their age. In multi-age communities, children have opportunities to be mentors for others in one moment, and in the next to experiment and take risks with an idea they themselves are just grasping. A multi-age learning and teaching environment is more like that of the larger world, and our kids benefit from more cooperative learning and care for their classmates with less competition and comparison to others. Such broad age and developmental ranges in our learning community mean each child's differences are expected and accepted.



Self-Directed Learning

In order to meet the unique developmental needs of each child in a multi-age environment, learners are given opportunities and freedom to explore areas of interest and help direct the curriculum choices within the structure of each class. At The Attic we explore Literacy, Languages, Math, Science, Art and Social Studies, always keeping the social-emotional and developmental needs of each child at the forefront. The ideas and interests of the children become the curriculum and the projects on which the classes focus their time. In our classrooms, you may see many different projects, topics of interest, and approaches to learning, and these may change daily or continue for weeks, depending on the interests of the kids. Nurturing the intrinsic motivation of our learners is one of our highest priorities. We foster life-long learners who can both lead and follow, and we empower kids to know their own needs, learning styles, interests, and passions.

A Natural Unfolding

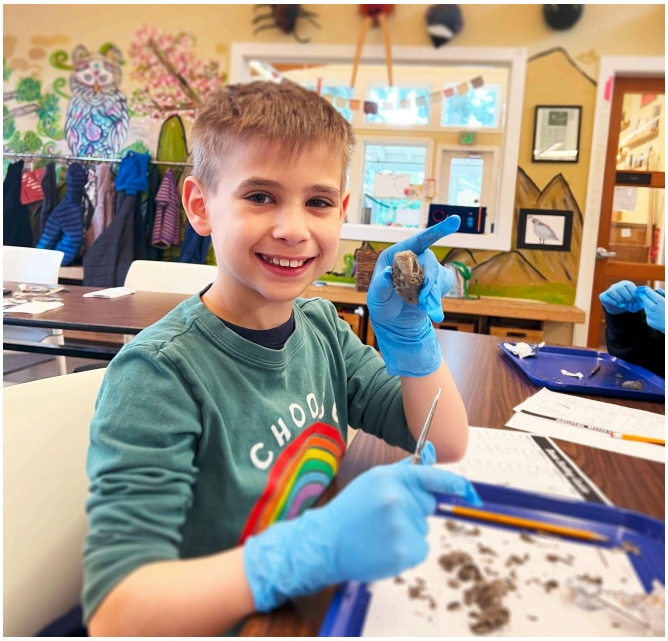
At The Attic, we provide a rich environment and strive to create and maintain a community of passionate learners. We trust that children will choose to engage in work that is meaningful to them and that they will develop the skills that the adults and community around them model. Twenty-five years of watching children bloom has given us the assurance that each child will strive to reach their potential, if offered the trust and respect of the community around them.

Constructing Understanding

Inspired by Piaget, we take a Constructivist view of learning. We know that learning is a dynamic, creative act through which a child receives new input and experiences from the world around them, modifies their existing ways of thinking, and continually develops new structures in the brain to be able to accommodate information they gain from their experiences. At The Attic, children have the opportunity to be active learners, to construct their own understandings, and to follow their changing interests. They feel ownership, and they learn by doing—not by passively sitting and listening or looking at a picture, but by actively interacting with real objects, having free access to the materials they need for their own meaningful projects and explorations, and through authentic experiences connected to their questions and interests.

We Value Intrinsic Motivation

Because we value intrinsic motivation and deeply respect children, we do not manipulate their academic performance or behavior with rewards or punishments. Children work because it is enjoyable and meaningful for them. They are free from grades and judgments, and are encouraged to rely on their own evaluation of their efforts. This focus on learning for authentic reasons allows the child's natural passion for learning to remain strong.



A Caring Community

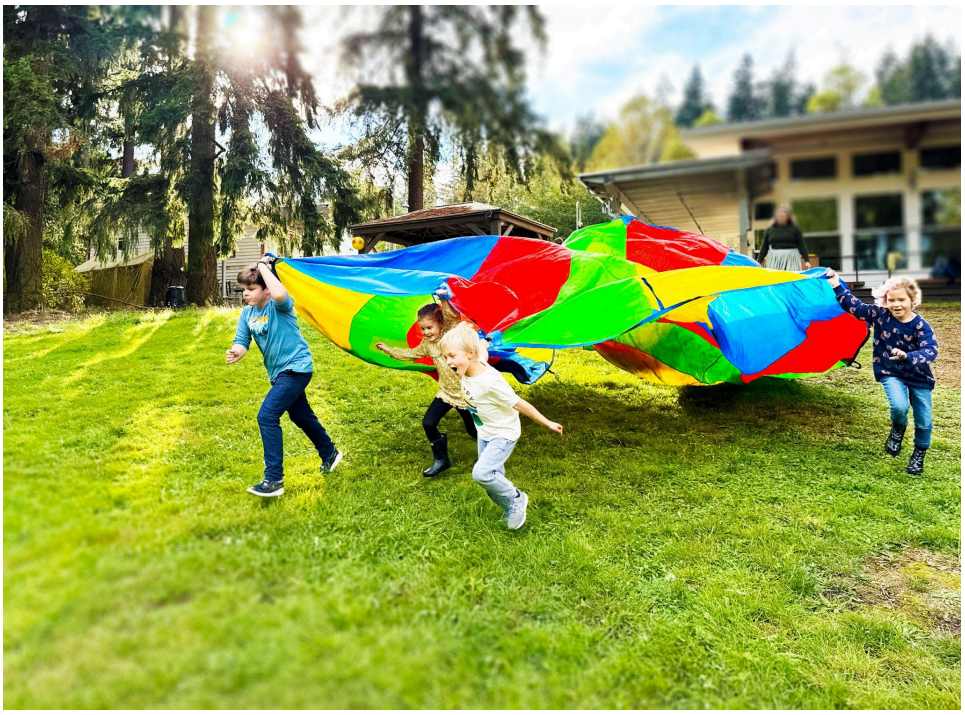
Children at The Attic are valued members of a caring community. They can take risks in their learning because they feel safe and supported. They have opportunities to develop their leadership skills through multi-age activities and having ownership in their school community. We model conflict resolution for kids and serve as coaches and mediators when kids need to problem solve together. Experience has shown that children treat others as they are treated, and The Attic's nurturing atmosphere, in which a child is well known, trusted, and respected, and where problems are worked out peacefully, allows them to internalize these values and make them their own. Class meetings are a part of each day in our Quail and Snow Goose classes, where children bring their concerns, celebrations, and puzzles to the group. The children offer suggestions to each other and decide on solutions to try together.

"*Ultimately, learning is most likely to be engaging and effective if it takes place in a classroom that feels like a caring community. As a rule, students need to feel safe and valued before they will take risks. They need to know they will not be laughed at or otherwise made to feel stupid before they will ask a question or propose an idea*." Alfie Kohn, The Schools Our Children Deserve

A Workshop Approach

In the Quail and Snow Goose classes, we use a workshop approach to facilitate learning in many subject areas. The workshop often begins with a short mini-lesson that is responsive to the needs of the learners. Children then gather materials and begin their work. At the end of the workshop period, there is a sharing time where an authentic audience of peers can give feedback, if desired. Reading, writing, math, and science workshops create the flow of our days, and within this structure, children have time and space to initiate and follow their own projects and ideas—and time to just play, too.

Celebrating Childhood



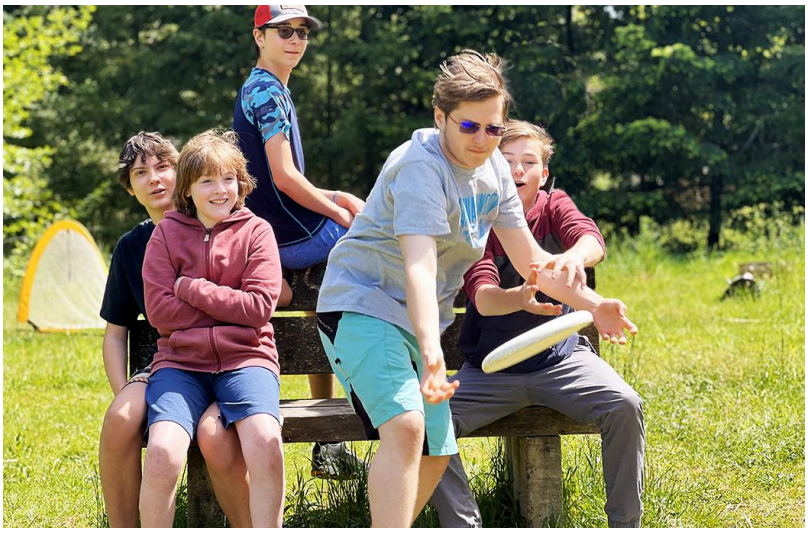
"Real play contributes to every aspect of a child's mental, physical, emotional, and social development. To begin with, it is one of the driving forces behind the instinctive unfolding of intelligence that starts the moment we are born."

– Chris Mercogliano, In Defense of Childhood

The Attic is a place where children can be children, and where every child is accepted and celebrated just as they are today. We trust in the innate desire of every child to want to understand and master their world. We trust that children will gradually and naturally take responsibility for themselves and show stewardship for others because they are in a community that models and values this.

Making A Difference

The Attic is a learning community designed for families who are looking for a child-centered approach to education where children are known and valued, where learning is dynamic and engaging, and where questions are valued as much, or more, than answers. The Attic's model shows what is possible when a school community comes together to support their learners. That's why at The Attic it is our mission to nurture in children a sense of self, a passion for learning, community and childhood.



Admissions Overview

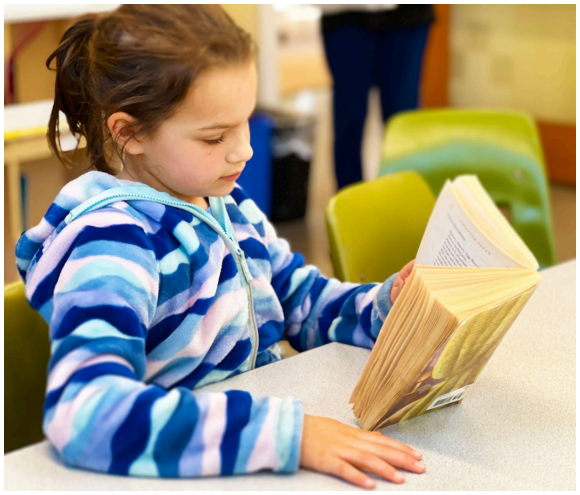
In selecting qualified Attic applicants, we look for:

- Enthusiastic Learners who are ready to embrace their natural curiosity and be active participants in their educational journey.
- Families that value a program that nurtures a sense of self, passion for learning, community, and childhood.
- Families seeking small classes and a program tailored to meet your child's unique interests and needs.
- Families seeking to be part of a community of learners that values lifelong learning and creating a supportive community around our learners.

We observe rolling admissions and consider applications as they are received. The Attic Learning Community uses a web-based application hosted by Ravenna Solutions (https://www.ravenna-hub.com/login). Through Ravenna, you will be able to submit your application form, complete the remaining admissions steps, and track the status of your application online.

Learn about the Attic

The Attic's non-traditional program is a new way of thinking about education for many families. Families interested in The Attic are encouraged to read through the website as well as set up a time for a visit so you can see if The Attic might be the right place for your learner.



Tour the Attic

Touring the Attic is an essential part of our admissions process and is required prior to an offer of admission. Tours are held monthly, and upon request, on our beautiful Woodinville campus. To sign up for a tour, please login or create an account through Ravenna, or contact us at admissions@the-attic.org to schedule a private tour (you do not need to submit an application form in order to register for a tour).

Submit an Admission Application Form

Submit a completed application form and payment of the application fee ($50) through Ravenna. You can expect a confirmation email when your application form is received. You can track the progress of your application form as it is reviewed and processed by the Admissions & Enrollment Team through Ravenna.

Submit Two Reference Forms

Submit two references from non-family members who have worked with your child in a group setting. Input your reference writer's emails through Ravenna. They will receive an email link to a secure reference form. Once each reference writer has completed and submitted their form, the step will be marked complete.

Attend a Parent Interview

After you have completed your application form, you will be able to schedule a parent interview. This interview is conducted by the Admissions & Enrollment Team and includes all parents/guardians of the applicant (adults only at this meeting). During this meeting, we will discuss your application form and answer any questions you may have.

Important Dates

We observe rolling admissions, thus applications are accepted at any time during the year. All eligible applicants are added to our current admissions pool and given full consideration when/if an opening occurs.

Fall Enrollment

Apply in January for consideration in our first pool for the next academic year. We continue to consider applications until all openings for the upcoming fall are filled – usually in the early spring.

Mid-year Enrollment

If you are interested in mid-year enrollment, please let us know via email when you apply and note this on your application.

Tuition Assistance

We believe that an Attic education should be within reach of all children, regardless of socio-economic status. We offer limited need-based tuition assistance. Tuition assistance decisions are made independent of admissions decisions, thus your application for tuition assistance should be completed using FAST, (the-attic.org/admissions/tuition-assistance/), as early in the application process as possible and is independent of your admissions application.

www.the-attic.org

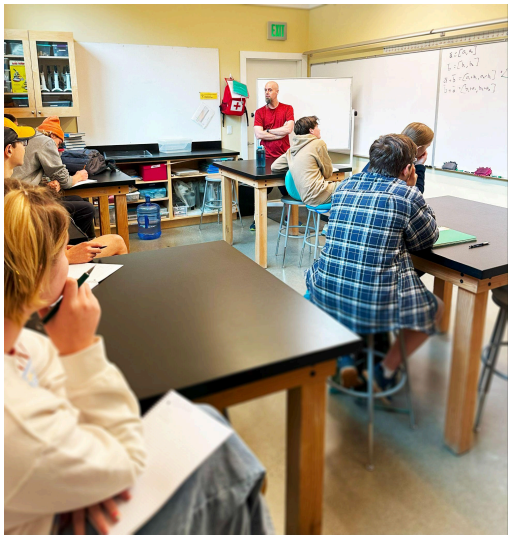
If you have any questions regarding The Attic's admissions, please email: **outreach@the-attic.org**.

The Attic Learning Community Non-Discrimination Policy

It is The Attic's policy that all employees, volunteers, and learners have a right to work and study in an environment that asserts the personal worth and dignity of each individual. In order to achieve this objective, The Attic will not tolerate any form of discrimination and/or harassment. Discrimination against, or harassment of, any employee, group of employees, learner or group of learners, on the basis of race, ancestry, place of origin, color, ethnic origin, citizenship, creed (religion), sex, sexual orientation, gender identity, gender expression, age, marital status, family status, mental or physical disability defeats this objective and will not be tolerated by The Attic. Complaints of discrimination and/or sexual harassment should be reported directly to the Executive Director and will be investigated promptly and thoroughly. The Attic is committed to preventing behavior that results in discrimination and/or harassment, as defined in this policy.

High School Overview

The Attic's High School program allows each learner to create a high school experience tailored to their unique interests and needs. The Attic's full range of academic classes meet Washington State high school graduation requirements, and are designed using The Attic's approach that puts the learner in the driver's seat of their own education. Whether post-high school plans include attending a traditional college or university, a technical education or following a non-traditional path, each Attic high school learner has the resources and support they need to develop and pursue their unique path. The Attic's high school program features small classes, teachers who know each individual learner's strengths and interests, an extensive advising program created to help learners find their passions and explore their options, and a child-centered approach that supports social, emotional, intellectual and academic growth. Attic high school students are part of the larger community of learners at The Attic, participating in multi-age programs that add joy and depth to the high school experience, they are leaders and mentors to our younger learners. In their last two years of high school (or beginning at age 15), Attic teens can choose to enroll in The Attic on a part-time basis, supplementing their Attic classes with public school courses or Running Start classes through their local community college.



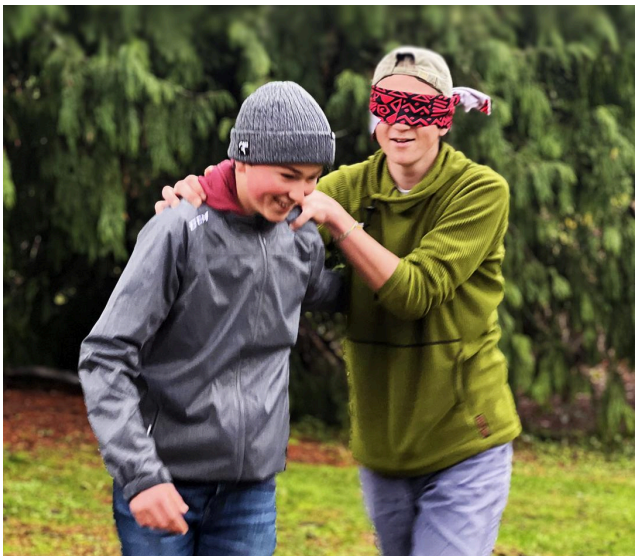
Constructivist and Socratic teaching methods are at the core of The Attic's pedagogical approach. The Attic high school program fosters intrinsic motivation and active learning. The principle role of the instructor is to act as a facilitator, consistently challenging assumptions, highlighting nuance, and encouraging students toward deeper understanding and higher-level thinking. Attic high school classes encourage students to go beyond the "facts" toward an understanding of "why" and "how"; they challenge students to approach learning with an open, inquisitive, and critical mind. Most high school courses at The Attic are highly reading- and writing-intensive. Class time is organized around group discussion and debate of major questions, themes, and ideas. Emphasis is on developing open-minded, deeply thoughtful, critical thinkers who are knowledgeable and reflective about their world and can clearly communicate their ideas verbally and in writing. The small class sizes, with an emphasis on participation and discussion, create highly capable, responsible learners, who actively contribute to their own education and tend to emerge as class and community leaders.

Annual Interest Project

Each year of high school, most Attic students conduct an annual "Interest Project" based on a topic of their choosing. Students spend three months researching and creating a project, such as a research paper, short film, creative writing piece, original music composition, costume, or other creation of their choice. During this process, they become experts in their chosen field. They share their expertise by presenting their project to an audience of teachers, parents, and fellow students at The Attic's Interest Project night. Their interest project gives them an opportunity to explore an interest deeply, and can also be part of the portfolio they can use to show future schools/programs what they are capable of.

Visioneering

Part of The Attic's high school advising program, the Visioneering program supports teens in their transition from childhood to adulthood. It encourages teens to walk their own paths, figure out what makes them uniquely whole, and make their own best choices. The first year of Visioneering is spent puzzling out the complexity of identity, exploring values and goals, and practicing real strategies for organization and time management. In the following years, teens focus on how to apply those identified values and goals to long-term choices, including engaging in their communities in meaningful ways, finding the post-high school path (college, gap year, work) that is right for them, and compassionately communicating with others. Visioneering empowers Attic teens to move toward adulthood with confidence in themselves, their values, and their connections to the larger world.



Sample High School Course Offerings

Mathematics
Pre-algebra (Visual Math 1 & 2)
Integrated Mathematics 1
Integrated Mathematics 2
Integrated Mathematics 3
Integrated Mathematics 4
Calculus 1

English
Foundations of Essay Writing
Utopian/Dystopian Literature
Diverse Stories in Literature & Media
Creative Writing: Forms and Practice
The Hero's Journey
Queer Fiction
Science Fiction
Monster Stories
Literature Nonfiction
American Literature
Reading Plays/Dramatic Literature

Science
Physics
Chemistry
Science Survey
Robotics and Programming
Natural Disasters
Genetics
Botany
Marine Biology
Cell Biology
Human Anatomy
Nutrition/Health

Social Science
The World Wars
Current Events and Civic Engagement
Ancient History
Fundamentals of Geography
U.S. Government
Comparative Governments and Politics World History

Languages
American Sign Language
Spanish
Chinese
French

Electives
Model UN
Stand-up Comedy
Programming
Robotics
Novel Writing
Sewing
World Religions
Icelandic Sagas

Attic alumni were accepted at the following colleges *(This list includes our graduating classes of 2008 through 2024)*

Allegheny College, Pennsylvania	Ithaca College, New York	Stetson University, Florida
American University, Washington DC	Lafayette College, Pennsylvania	Syracuse University, New York
Augustana College, Illinois	Lake Forest College, Illinois	The American Musical and Dramatic Academy, New York
Bard College, New York	Lehigh University, Pennsylvania	The College of Idaho, Idaho
Beloit College, Wisconsin	Lewis & Clark College	The College of Wooster, Ohio
Bennington College, Vermont	Linfield University, Oregon	The Evergreen State College, Washington
Bentley University, Massachusetts	Loyola University Chicago, Illinois	The George Washington University, Washington D.C.
Boston University, Massachusetts	Macalester College, Minnesota	The New School, New York
Bradley University, Illinois	Marlboro College, Vermont	The Pratt Institute, New York
Bucknell University, Pennsylvania	Marquette University, Wisconsin	Tulane University, Louisiana
California Polytechnic State University, San Luis Obispo	Marymount Manhattan College, New York	University of Arizona, Tucson, Arizona
Carleton College, Minnesota	Massachusetts College of Art and Design, Massachusetts	University of British Columbia, British Columbia, Canada
Case Western Reserve University, Ohio	Montana State University, Montana	University of California, Berkeley, School of Law, California
Central Washington University, Washington	New College of Florida	University of California, San Diego, California
Champlain College, Vermont	New York Performing Arts Academy, New York	University of California, Santa Barbara, California
Chapman University, California	Northeastern University, Massachusetts	University of Colorado, Boulder
Circle in the Square Theatre School, New York	Northwest College, Wyoming	University of Dayton, Ohio
Clark University, Massachusetts	Northwest University, College of Education	University of Denver, Colorado
Coe College, Iowa	Ohio State University	University of Idaho, Idaho
College of the Atlantic, Maine	Oklahoma City University, Oklahoma	University of Maine, Maine
Colorado College, Colorado	Oregon State University, Oregon	University of Montana, Montana
Colorado School of Mines, Colorado	Pace University, New York	University of Notre Dame, Indiana
Colorado State University, Colorado	Pacific Lutheran University, Washington	University of Portland, Oregon
Creighton University, Nebraska	Prescott College, Arizona	University of Puget Sound, Washington
Denison University, Ohio	Quest University Canada, British Columbia, Canada	University of Redlands, California
DigiPen Institute of Technology, Washington	Reed College, Oregon	University of San Diego, California
Eastern Washington University, Honors Program Washington	Regis University, Colorado	University of San Francisco, California
Eastern Washington University, Washington	Rhode Island School of Design, Rhode Island	University of Strasbourg, France
Embry-Riddle Aeronautical University, Arizona	Rochester Institute of Technology, New York	University of the Pacific, California
Emory University, Georgia	San Diego State University, California	University of Vermont, Vermont
Fairhaven College at Western WA University, Washington	Santa Clara University California	University of Washington Bothell, Washington
Fordham University, New York	Savannah College of Art and Design, Georgia	University of Washington, Honors Program, Washington
Franklin University Switzerland, Switzerland	Seattle Pacific University, Washington	University of Washington, Washington
Gettysburg College, Pennsylvania	Seattle University, Washington	Washington State University
Goldsmiths, University of London, United Kingdom	Seattle University School of Law, Washington	Western Washington University, Honors Program, Washington
Gonzaga University, Washington	School of Visual Arts, New York	Western Washington University, Washington
Goucher College, Maryland	Simon Fraser University, British Columbia, Canada	Whitman College, Washington
Grinnell College, Iowa	St. John's University, New York	Whitworth University, Washington
Gustavus Adolphus College, Minnesota	St. Martin's University, Washington	Willamette University, Oregon
Hampshire College, Massachusetts	Stanford University, California	Woodbury University, California
Hope College, Michigan		

Sample Middle School Course Descriptions for Fall 2024-25

- **Literacy**

  Literacy develops communications skills through reading and writing. Units vary depending on learner interest and activities are designed to meet the needs of individual learners.

  Guided by learner interest, we will begin this year with an investigation into journalism. What is news and how do we communicate it? What moral obligations should, and do, journalists have? What is the importance of their role in society? Projects might include a newspaper, blog, vlog, podcast, zine, or other creative expression. We will grow in our teamwork, communication, reading, writing, and analysis skills through working together on big projects.

- **Mathematics**

  Math is taught in small groups based on individual readiness. Mathematics at The Attic focuses on building a strong conceptual foundation and authentic problem solving so that learners develop strong mathematical reasoning rather than simply rote memorization of algorithms.

  In math, we will work with objects and explore problems that come from real life. For example, Jose is going to the store to buy some shoes. He knows they will cost between $95 and $100. He wants to bring the exact amount to pay with (coins and bills) so that the cashier does not have to give him any change. What is the least number of bills and coins he can bring to achieve this? We will approach the problems in our own way, work on them individually or with a partner, then will get together and share our strategies and discoveries with each other. This class will be a fun way to explore mathematics and learn from each other.

- **Science**

  Attic learners actively "do" science rather than passively learning about science. Using the same inquiry approach scientists use, learners participate in asking questions, planning investigations, controlling variables, gathering and interpreting data, drawing conclusions, and sharing findings.

  We will begin the year with the topic of stream ecology by studying Rowlands Creek, the stream that we are so fortunate to have on our property. What is living in the stream and around it? How does that ecosystem work? Where does our stream come from and where does it go? How healthy is this stream and is there anything we can do to improve its health?

- **Humanities**

  Humanities combines literature and social studies to give us an opportunity to explore culture, history, economics, sociology and more.

  We'll begin this year with a personal history project where we will engage with the information and stories we can find about our own families. Where did our predecessors come from? What can we find out about the occupations, skills, passions, hopes and dreams they had? How do those affect us? In addition to conducting family interviews and making a family tree, learners will think about what they want future generations to know about them and will make a personal artifact documenting their life journey so far. Further topics of study will be determined by student interest.

  In addition, one class per week will be dedicated to literature circles where we will read and discuss a novel, short story, or other piece of work together.

- **Music**

  Weekly

  This year we will explore the significance of musical instruments in native cultures, and how it shaped western music we know today such as rock, hiphop, country, blues, jazz, etc. Each learner will have the opportunity to try different instruments in class such as Congas, Tambourines, Djembes, and Guitar.
- **STEAM**

  Weekly

  The multidisciplinary field of STEAM (Science, Technology, Engineering, Art, and Mathematics) stretches from Meteorology to Animation, Ecology to Photography to Aerospace Engineering and Sports Broadcasting. It is one of the most rich, diverse, important and exciting regions of knowledge we possess. In this class, learners will help to direct their own journey through a variety of these disciplines. We'll get to investigate and appreciate a much broader range of topics than is usually available in primary and secondary education. As we travel, we'll focus on building the mental muscles needed for methods both scientific and artistic; we'll be thinking and working both critically and creatively. We'll be developing not only knowledge in specific areas, but also our more general scientific, technological, and artistic literacy, coming to understand how those areas connect to each other, and practicing the soft-skills – the good natured skepticism, humility, open-minded inquiry and collaborative ability – needed to thrive in any area of STEAM.
- **Spanish**

  Weekly

  This class is meant to be an introduction to Spanish language and culture. The instructor will engage learners in lessons designed to build vocabulary and cultural understanding. Activities will include games, songs, and skits.
- **Quest**

  Monthly

  The monthly "Quest" class explores social-emotional learning and character development through delving into supplemental/relational identity and core identity as well as character traits like responsibility, fairness, trustworthiness, empathy, etc. As a group, and through individual and partner work, we will focus on explorations of personality traits, growth mindset, conflict styles, communication, and listening. Through a combination of individual journaling, team-based challenges, whole-class discussions, art projects, role-playing skits, various debate formats, and games, the learners will discover more about themselves, their peers, and their communities.
- **ASERT (Attic Specialized Exploration of Rotating Topics) - Raven class (older middle school)**

  Weekly

  This class is aimed at providing short and intensive skills-based opportunities. Possible topics for these rotations may include test taking skills, grammar, vocabulary building, and geography. Creating an Attic student council, designing a student code of conduct, special math topics, or other topics of student interest will also be considered.
- **All-Attic Community Time**

  Weekly

  This hour will be dedicated to building bonds across the larger Attic community. We will have our weekly All-Attic Meeting during this time, as well as a rotation of other activities including Animal (mixed age) Groups and all-Attic cleaning.

- **Attic Creative Expressions (ACE)**
  Weekly
  ACE workshops are a time when the Attic community comes together to participate in workshops centered on a variety of creative expressions including theater, art studios that explore various mediums, gaming, and a range of electives. Some classes will be one-time experiences and others will run for multiple weeks and will focus on longer projects.
- **Tea Time (Advisory)**
  Weekly
  One time per week we will begin the day with tea time where we will drink (caffeine free) tea or a beverage of your choice and have our community meeting. We will check in with each other, share what is happening in our worlds, and discuss and problem-solve community concerns. This will be a place to build our community bonds and our social-emotional skills.

Sample High School Course Descriptions for Fall 2024-25

Course offerings change each semester and are designed to ensure all learners can meet all graduation requirements.

- **Biology**
  We will explore general biology from the point of view of evolution and evolutionary forces. The first part of the class will cover broad principles of biological sciences like the chemistry of life, cell structure, metabolism, and genetics. In the second part we will trace the development of species through the epochs from archaea and bacteria, to plants and fungus, and through dinosaurs to mammals. Each unit will focus on the systems that evolved that characterize that type of life, how changing environments either promoted or hindered those species. We will examine ecology and how species are connected to each other for better or worse. This is a lab class and some labs will include dissecting organisms. You will get plenty of warning about dissections so you can prepare. We will also be reading some academic papers and, eventually, writing one of your own.
- **U.S. History**
  Primary text: *A People's History of the United States* by Howard Zinn
  This is a reading intensive course in United States history using the text, *A People's History of the United States* to explore the history of the United States from the perspective of the people whose stories have often been neglected in the traditional narrative. By giving voice to this different perspective students will be challenged to reassess their own assumptions about the often ignored racist and imperialist undertones throughout the history of the United States. Through discussion and dialogue students will be encouraged to reach their own conclusions and opinions about the different, sometimes ugly, sometimes inspiring, chapters of American history.
- **History of the Pacific Northwest (WA State History)**
  Text: *The Pacific Northwest: An Interpretive History* by Carlos Arnaldo Schwantes

History of the Pacific Northwest is a course which will explore the history of one of the last regions of North America to be conquered and colonized by Europeans. The class will survey topics including but not limited to the indigenous people who predated the Europeans, explorers like James Cook and the Corps of Discovery, the Oregon Trail, mining and gold rushes, trapping, the impacts of World War II on the region, and modern concerns like the plight of salmon or the spotted owl. The course will feature a rigorous writing component where students will be challenged to develop and express their own perspectives and thoughts in multiple reflections and assignments.

- **Literacy: Classic & Cutting Edge: Academic Hacks for 2024**
  With the impact of AI on written expression, what skills do we consider essential now? Through a blend of theoretical knowledge and hands-on experience, this required course aims to equip students with the skills necessary for effective academic writing and research in a rapidly evolving technological landscape. By integrating traditional literacy practices with modern AI considerations, students will be prepared to navigate and excel in contemporary academic environments.

  This class emphasizes the 5-paragraph essay form, using that form for a variety of purposes–research, literary analysis, sharing personal experiences, persuasion, reviewing artworks. We'll experiment with methods of generating a first draft. We'll choose reading aligned with student interests, selecting some classics and current works, across genres and forms. Possible types of texts: books, visual art, film, music, fashion, design, architecture, nature–make a proposal!
- **Mathematics**
  Mathematics in high school builds on the foundation laid in the early grades with a continued focus on conceptual development and authentic learning. Offerings vary based on the placement of individual learners and range from algebra through calculus using materials including Visual Mathematics and Integrated Mathematics programs.
  - **Integrated Mathematics 3 and Precalculus**
    This year we will be finishing up IM 3 and then moving into precalculus. Topics will include vectors and matrices, trigonometric and logarithmic identities, probability and statistics, and complex numbers. The course will be project based with a heavy emphasis on deriving the math from experience, activities, and logic. We will also be exploring formal proofs which are very careful, precise, and step-by-step ways of showing if and when something is true. We will also be solving some real world problems to get a better understanding of mathematical models, how they are used, and the limits they face.
  - **Calculus 3 and Advanced Topics in Mathematics**
    This course will cover the remaining material from calculus 3: multivariate integrals, vector calculus, and linear differential equations. We will then move into advanced topics which can include advanced calculus, linear algebra, probability and randomness, statistics, nonlinear dynamics, number theory, and more. You will get to choose and guide the topics we study based on your interests, outside learning, types of problems you would like to analyze or solve etc.
  - **Integrated Mathematics 2**
    Through the use of visual and symbolic math models, daily discussions, and engaging independent and collaborative work, students will explore permutations and combinations, extensive geometry topics, trigonometry, periodic functions and an introduction to the unit circle, exponential growth

and decay, deeper understanding of function transformations, integer and fractional exponents, inverse functions and an introduction to logarithms.

- **Computer Science**

  This course is a formal computer science course that is oriented towards beginning and intermediate programmers, though all are welcome. We will begin with the control and data structures common to nearly all languages. For each structure we will learn the vocabulary and purpose associated with it, and come to understand how it is used through in class activities. We will then see how that structure is implemented in both Python and Java. There will be regular, assigned projects for both in class work and homework. We will also explore programming paradigms; these are formal points of view that languages or developers take that influence how problems are solved. Most paradigms make solving certain kinds of problems easier, while complicating others. As the year develops you will get to make decisions about the kinds of projects we work on and we will start growing our skills with design: the high level process that occurs before code is written.

- **Spanish 1**

  This class is meant to be an introduction to Spanish language and culture. The instructor will engage learners in lessons designed to build vocabulary and cultural understanding. Activities will include games, songs, and skits.

- **High School Advisory/ Visioneering**

  Weekly

  - **Advisory**

    During this weekly advising time we will check in with each other, share what is happening in our worlds, and discuss and problem-solve community concerns. We will talk about big projects and share strategies for organization and workflow. This will be a time to build our community bonds as well as our social-emotional and executive function skills.

  - **Visioneering**

    Monthly

    Once a month this all-high school class will meet to explore social emotional skills through experiential activities and discussion. The interests of the students will guide the direction of the course. In the past classes have focused on best practices for studying, navigating conflict with peers, setting personal boundaries, and the form and function of the adolescent brain. Guided by questions and curiosities, learners will apply new-found understanding and lived experiences to small and large group activities and discussions.

  - **Senior Visioneering** (open only to seniors)

    Weekly

    Senior Visioneering is a weekly class devoted to the interests, questions, and work of being a senior in high school. It also involves thinking, planning, and dreaming about what comes after Attic graduation. The fall will primarily focus on the college application process. Discussion and activity-based, exploratory topics will be determined by participants and may include, basic budgeting and finances, living with roommates, writing resumes, taking notes, managing stress, defining personal values and goals and more.

- **ASERT- Attic Specialized Exploration of Rotating Topics**
  Weekly
  This weekly class is aimed at providing short and intensive skills-based opportunities to explore topics that are of interest to Attic learners. The first offerings will include an English Vocabulary and Spelling Intensive, Personal Finance and Investing, and Election Watch and Analysis. Creating an Attic student council, designing a student code of conduct, special math topics, or other topics of student interest will all be considered.
- **All-Attic Community Time**
  Thursday
  This hour will be dedicated to spending time and building bonds across the larger Attic community. We will have our weekly All-Attic Meeting during this time, as well as a rotation of other activities including Animal (mixed age) Groups and all-Attic cleaning.
- **ACE - Attic Creative Expressions**
  Weekly
  ACE workshops are a time when the Attic community comes together to participate in workshops centered on a variety of creative expressions including theater, art studios that explore various mediums, gaming, and a range of electives. Some classes will be one-time experiences and others will run for multiple weeks and will focus on longer projects.