

CONSERVE SCHOOL

Inspiring Environmental Stewardship

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Program Guide

Conserve School is a semester school designed for high school juniors focused on environmental stewardship. Attending Conserve School gives students a one-semester opportunity to step out of their regular school and into an exceptional educational setting, while still continuing their required academic studies. Conserve School's challenging, college preparatory curriculum immerses students in environmental history, nature literature, and the science of conservation. Because Conserve School is located on a 1,200-acre wilderness campus, a significant portion of the curriculum is delivered via outdoors, hands-on, active learning.

Through the generosity of founder James R. Lowenstine, generous financial aid is available.

Mission

Conserve School inspires young people to environmental stewardship through academics and engagement with the forests, lakes, and wildlife of Lowenwood.

Vision

Conserve School carries forward James R. Lowenstine's legacy by providing a diverse group of young people with a residential academic setting that fosters:

- understanding of the science of natural resource conservation,
- commitment to protecting the environment,
- an inclination toward careers that help preserve the natural world,
- enjoyment of outdoor activities, and
- love and respect for nature.

Program Description

Conserve School is a non-sectarian school aimed at students who feel a strong attachment to the natural world and who are motivated to conserve it. This semester-long immersion in environmental studies and outdoor activities deepens students' love of nature, reinforces their commitment to conservation, and equips them to take meaningful action as environmental stewards.

The program interweaves college-preparatory academics with:

- the study of environmental history, nature literature, and the science of conservation,
- environmental service work,
- exploration of careers related to conservation,
- training in teamwork and leadership, and
- engagement with the outdoors.

Designed primarily for high school juniors, Conserve School incorporates the flexibility to accommodate advanced sophomores.

Conserve School students become part of a community that heightens their sense of identity and self-worth and imparts the confidence they need to go forward and make a difference, not only as stewards of the environment, but also as stewards of their own destinies.

Statement of Inclusivity

Conserve School admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally available to students at the school. Conserve School does not discriminate on the basis of race, color, national or ethnic origin in administering its educational policies, admissions policies, scholarship and loan programs, athletic programs, and other school programs.

Conserve School reserves the right to modify the program described in this guide as necessary to better meet the needs of our students.

The Lowenstine Honors Scholar Program

With exceptional generosity and foresight, James R. Lowenstine set in motion the founding of Conserve School, dedicated to teaching young people to value conservation, to understand ecological systems, and to respect and enjoy the natural world.

Because Mr. Lowenstine wanted deserving students to benefit from this distinctive experience regardless of financial means, full Lowenstine Honors Scholarships are available to all qualified students. Acceptance to Conserve School is competitive—based on high standards and careful examination of student application materials. For the six inaugural semesters of Conserve School, all students accepted to the school are accepted as Lowenstine Honors Scholars.

The Lowenstine Honors Scholarship covers full tuition, room, and board. Families are responsible for a \$200 supply fee, incidental costs, and transportation to and from school.

Lowenwood: Our Wilderness Setting

James R. Lowenstine grew up boating, hiking, fishing, and hunting at Lowenwood, his family's Northwoods estate. At his wish, this land has now become a school dedicated to teaching young people to value conservation, to understand ecological systems, and to respect and enjoy the natural world. Out of respect for Mr. Lowenstine's generosity and for his deep affection for this property, we continue to use the name Lowenwood to refer to our 1,200 acres.

Lowenwood provides access to eight lakes, used by students for both recreation and learning. Students hike, bike, snowshoe and Nordic ski on more than twenty miles of trails and sleep in tents or under the stars on campsites dotted across the Conserve School property. Additionally, Lowenwood adjoins many more thousands of acres of public forestland.

Conserve School has several different types of plant communities within its Lowenwood campus, making it an ideal location for students to study the ecosystems of the Northwoods. Within Conserve School's boundaries one can find bogs, lakes, forests, meadows, a small restored prairie, an organic orchard and garden, and a school apiary. The abundant wildlife on campus includes white-tailed deer, foxes, black bears, otters, loons, and the occasional visiting wolf.



Looking northwest across Lowenwood into the Sylvania National Wilderness Area

Faculty

Our courses are taught by experienced and multi-talented teachers who are passionate about education, are experts in their fields, and enjoy collaborating with young people. All our subject specialists, listed below, hold advanced degrees. Our faculty also includes several instructors who are part of a master's degree program through the University of Wisconsin-Stevens Point College of Natural Resources. These instructors teach outdoor skills and supervise residential and extracurricular life. Read more about them in our Residential Life section.

Robert Eady, Science and Art Teacher

M.A. in Computer Information Systems, Nova Southeastern University

B.S. in Education, Mathematics, and Science, University of Michigan-Ann Arbor

Robert is a world traveler with a diverse background, having served as a Peace Corps volunteer in both Niger and El Salvador and as a curriculum consultant in Saudi Arabia. He has worked as an accountant, managed his own bakery, and flown helicopters for the military. He and his wife Nancy Schwartz, Conserve School Art Teacher, lived off the grid and produced much of their own food while their four children were young.

Kathy Jones, Mathematics Teacher

M.A. in Mathematics and Education, DePaul University

B.A. in Mathematics and Education, Rutgers University

Kathy taught for many years in the Chicago-area Catholic school system before joining Conserve School. She has served as a high school Mathematics Department Chair and School Technology Director. At Conserve School, Kathy has taught mathematics and Photoshop and is our Educational Technology Coordinator. Kathy, an award-winning quilter, enjoys many hobbies: crafts of all types, canoeing, biking, reading, anything to do with technology, and especially Photoshop.

Andrew Milbauer, Science Teacher

M.Ed. in Life Science, University of Minnesota-Twin Cities

B.S. in Zoology and Biological Aspects of Conservation, University of Wisconsin-Madison

Before Andrew joined Conserve School, he taught in a Minnesota public high school, in the graduate education program at UW-Madison, and at sea. He taught ecology on the schooner *SoundWaters*, a floating classroom in Stamford, Connecticut, and ran the marine biology education program at South Street Seaport Museum, on the schooner *Pioneer*. He likes to kayak, run, snowshoe, ski, swim, and garden. He just completed his first triathlon. Andy also enjoys painting and throwing pots.

Kathleen O'Connor, Spanish Teacher

Ph.D. in Spanish, Emphasis in Latin American Literature, Yale University

M.Phil. and M.A. in Spanish and Portuguese, Yale University

B.A. in English and B.A. in Spanish, University of Wisconsin-Madison

Kathleen has been a lecturer at Yale, the University of Wisconsin, and abroad. She has taught both English and Spanish and is proficient in French, German, and Latin. Kathleen served as a Faculty Consultant for the Advanced Placement Spanish Examination with the College Board. Kathleen is Conserve School's Academic Dean. A dedicated runner, she can be seen throughout the year (even when the temperature dips below zero) running on campus.

Jeff Rennieke, English Teacher

M.F.A. in Writing and Literature, Bennington College

B.A. in English and Creative Writing, University of Wisconsin-Madison

Jeff is an award-winning travel and nature writer and photographer. Prior to joining the Conserve School staff, Jeff was a full-time writer and photographer for over twenty years. He is the author of ten books and over 200 magazine articles in the National Geographic Traveler and other adventure and travel magazines. In addition to his considerable skills as a writer and photographer, Jeff has a flair for drama in (and out of) the classroom. He has been known to conduct English class in snow, in rain, and while standing waist-deep in lake water.

Michael Salat, History Teacher

M.A. in Teaching, National Louis University

B.S. in Business, Indiana University, Bloomington

Michael worked in the technology field before changing paths to follow his passion and become a history instructor. Prior to teaching, Michael also organized and led cross-country bicycle and canoe expeditions professionally. In addition to history, Michael teaches wilderness survival techniques. He has an intense interest in meteorology and in the effect of weather on historical events. Michael is an accomplished skier, mountain biker, and paddler.

Nancy Schwartz, Art Teacher

M.A. in Art Education, Michigan State University

B.A. in Art, Michigan State University

Nancy is a skilled artist with special interests in watercolor, ceramics, and paper-making. Nancy and her husband, Science and Art Teacher Robert Eady, operated their own pottery studio for many years. Nancy served as a Peace Corps volunteer in Africa and maintains a keen interest in different cultures. Her teaching style integrates this global perspective. In 2007, the National Association of Independent Schools honored Nancy by recognizing her as one of 25 “Teachers of the Future” in the United States.

Jean Haack, Stewardship Coordinator

M.S. in Environmental Education, George Williams College/Aurora University

B.A. in Biology, University of Wisconsin-Stevens Point

Jean is passionate about environmental education and sharing her knowledge of the flora and fauna of Wisconsin with others. Before coming to Conserve School she was a Naturalist at the Ledge View Nature Center in Calumet County, Wisconsin. Jean’s passion for the outdoors expresses itself throughout all that she does. She eagerly seeks out opportunities to head into the wilderness, from the Boundary Waters Canoe Area of Minnesota to the Sylvania neighboring Conserve School. Other interests include gardening, growing orchids, bee keeping, making maple syrup, and assisting with dramatic productions.

Field Instructors

Conserve School’s teaching staff includes fourteen Field Instructors. Field Instructors are students studying for their master of science in natural resources from the University of Wisconsin-Stevens Point College of Natural Resources. Through the university, they receive masters-level training in adolescent development, residential programming, and natural resource science. They teach outdoor skills and activities and supervise students during extracurricular activities and in the residence houses. In addition, they model environmental stewardship and act as mentors for Conserve School students.

School Leadership

Stefan Anderson, Head of School

M.S. in Physics, Massachusetts Institute of Technology

B.A. in Physics, St. Olaf College

Prior to joining Conserve School, Stefan served as the Dean of Studies for Breck School in Minneapolis. Before moving into administration, Stefan taught high school math and science and developed science curricula for the Minnesota Department of Education and the College Board. Stefan also served as the Upper School Technology Coordinator at Breck School. Still a hands-on science teacher at heart, Stefan enjoys educating, entertaining, and sometimes startling students with impromptu science demonstrations. He can often be found hiking the trails of Conserve School with his dog Copper or challenging a student to a game of chess.

Phil DeLong, Director of Admissions and Director of Residential Life

B.A. in History, Accounting, and Secondary Education, Walsh University

Phil began his career as a high school history teacher before taking on the job of director at Camp Gray in Wisconsin, where he worked for 14 years. Phil has also taught leadership skills and exercise science. An athlete and fitness enthusiast, Phil spends much of his time outdoors, skiing, backpacking, canoeing, snowshoeing, and mountain biking. Phil is a competitive Nordic ski racer who frequently places in marathons and half-marathons. He eagerly awaits the return of snow each autumn.

Cathy Palmer, Director of Outdoor Programs and Director of Residential Life

B.S. in Biology and Outdoor Education, Northland College

Before joining the Conserve School staff, Cathy was Environmental Education Director and Camp Director for Milwaukee-area residential YMCA camps. A camp director for over 25 years, Cathy has been honored with several awards for leadership and service by the American Camp Association. She is frequently called upon by the ACA to evaluate programs around the Midwest. Cathy enjoys wilderness canoeing, cross country skiing, and hiking with her dogs Lucy and Isabelle.

Mary Anna Thornton, Assistant Head of School

Ph.D. in Anthropology, Northwestern University

B.A. in English Literature and Language, University of Dallas

Mary Anna was Assistant Head of Quest Academy in Chicago prior to joining Conserve School. She has taught a variety of humanities and social science courses at the K-12 and college levels. Mary Anna loves learning and has been awarded several fellowships and grants to support this habit. Last year she earned a Certificate in Educational Technology from Michigan State University and is continuing on to a master's. When not wrestling with a new technology assignment, she likes to weed the school garden.

Assessment

Teachers ask students to demonstrate their learning through a variety of standard and innovative assessment techniques, including hands-on demonstrations, impromptu discussions, interviews, debates, re-enactments, three-dimensional constructions, artistic representations, tests of all types, short quizzes, and varied projects and presentation formats that tap into different styles of learning. Likewise, teachers deliver feedback in many ways, including short one-on-one conferences, narrative written comments, rubrics, test and quiz scores, peer assessment, and self-assessment.

Grading Scale

Course work is graded on a traditional letter and percentage grade scale. The following grade scale is used at Conserve School:

A, 93.3-100%	A-, 90-93.3%	B+, 86.7-90%	B, 83.3-86.7%	B-, 80-83.3%	C+, 76.7-80%
C, 73.3-76.7%	C-, 70-73.3%	D+, 66.6-70%	D, 63.3-66.7%	D-, 60-63.3%	F, 0-60%

Reporting

Quarter and semester grades with narrative comments are sent to parent/guardians and sending schools.

Admissions

Conserve School is looking for students who can demonstrate:

- Prior success with college-preparatory academic material.
- An interest in understanding the science of natural resource conservation.
- A commitment to protecting the environment.
- A willingness to learn about careers that help preserve the natural world.
- The fitness level necessary to engage in outdoor activities such as canoeing, backpacking, biking, skiing, and snowshoeing.
- The desire to learn new skills. (Students need not have prior experience with outdoor activities.)
- Readiness to live responsibly in a trusting community.

Calendar Information

The fall Conserve School semester is 17 weeks long and the spring semester is 18 weeks long. Each semester includes over 90 days of instruction. Formally structured contact time for all courses exceeds 60 hours per semester. Each semester includes one week of break.

Conserve Semester 5 CS5 (Fall 2012)

For the fall of 2012 students arrive on August 18 and return home December 16. In addition to 15 weeks of a more traditional daily schedule (included at the end of this document), students experience a one week wilderness exploration and additional enrichment days.

Conserve Semester 6 CS6 (Spring 2013)

For the spring of 2013 students arrive on February 2 and return home June 9. In addition to 15 weeks of a more traditional daily schedule (included at the end of this document), students experience a one week wilderness exploration and additional enrichment days.

Curriculum Overview

Each semester, Conserve School immerses students in environmental history, nature literature, and the science of conservation. Innovative hands-on courses capture students' imaginations while making the most of Conserve School's 1,200-acre wilderness campus. The school's strikingly beautiful Northwoods location sets the stage for an exceptional educational experience; at Conserve School, forests, lakes, and wildlife become students' inspiration, their course materials, and their laboratory. At the same time, Conserve School's program advances students' skills in standard high school subjects.

Conserve School achieves this blend of academics, environmental education, and outdoor activities by offering a curriculum that includes three types of courses: *Core Courses*, at the center of Conserve School learning, are designed around environmental themes and cover the standard academic skills and topics addressed in upper-level college-preparatory high school courses; *Continuity Courses* ensure that students keep pace with their home school courses in the sequential, skill-based areas of mathematics and world languages; and *Electives and Online Courses* offer students opportunity for exploration of the arts as well as the flexibility to enroll in a specific course that is a particular requirement of their home school. Students are required to take the four core courses and two additional courses.

Core Courses

- Environmental Science: Applied Ecology and Sustainable Systems
- English: Wilderness Voices – American Literature and the Land
- History: History of Wilderness Exploration – the Northwoods and Beyond
- Physical Education: Pack, Pedal, and Paddle – Outdoor Skills and Activities

Continuity Courses

- Mathematics
 - Algebra II
 - Precalculus
- World Languages
 - Three flexible levels of Spanish
 - Other languages available through online courses, at additional expense

Electives

- AP Environmental Science
- Ceramics
- Drawn to Nature
- Earth Art

Online Courses

A wide variety of online courses are available through Wisconsin Virtual School or other schools at the parent's expense.

- Students may enroll in only one online course.

All courses include over 60 hours of direct instruction and are awarded ½ credit.

Course Descriptions

Environmental Science

Environmental Science is a required course that covers the standard academic skills addressed in college-preparatory high school environmental science courses, with an emphasis on hands-on problem-solving and research-based learning. This course incorporates field studies, laboratory exercises, and lectures that guide students to explore the relationships between different components of the environment as well as human interactions with this system. The course is divided into two quarters: one focusing on the life science component and the other focusing on the physical science component of environmental science.

Applied Ecology

This course focuses on scientific theories and practices related to ecology – the relationship between living organisms and their environments – as well as ecological management. Topics highlighted in the course include prairie restoration, identification and control of exotic species, identification of wildlife, the effects of over browsing by deer, the wolf re-introduction controversy, forestry management, and organic horticulture. While studying the conservation sciences, students practice environmental stewardship by participating in the management of our 1,200-acre Northwoods ecosystem, which includes lakes, forestland, wetlands, meadows, a garden, and an orchard. Course materials include nets, soil, shovels, saws and axes.

Sustainable Systems

The United Nations defines sustainability as development that “meets the needs of the present without compromising the ability of future generations to meet their own needs” (United Nations 1987 Brundtland Report). How can we promote this type of responsible, renewable development on a large enough scale to make a real impact on our future? This task is daunting because human, social, ecological, and global systems interact with each other in such complex ways. In this course, students develop an in-depth understanding of these complex interrelationships and explore options for maintaining and repairing these crucial systems. A short list of possible topics follows. Students help choose specific course emphases.

- Energy: How is it used, how is it abused, and what are the best alternative/renewable options?
- Can urban areas become both greener and more livable?
- What types of change could bring about healthy, sustainable food systems? Why should we care?
- How can changes in community ethics bring about more sustainable human and global systems?
- What are the impacts of climate change on these systems?
- What relevance does economics have to sustainable systems?

AP Environmental Science Option

Students may choose to take an additional science elective in combination with the standard Conserve School environmental science curriculum and will then complete all of the requirements of a year-long AP Environmental science course. Students enrolled in the fall semester are encouraged to take the AP Environmental Science exam in the spring at their sending school. Students enrolled in the spring semester are required to take the AP Exam in May. Fees for the AP exam will be collected at the start of the spring semester.

English

This required English course covers the standard academic skills addressed in upper-level college-preparatory high school English courses, with an emphasis on literature and writing assignments related to environmental themes. The course emphasizes literary appreciation and analysis, composition skills, and persuasive speaking and writing.

Wilderness Voices – American Literature and the Land

Wild land has long been one of the cornerstones of American literature. The landscape has shaped who we are, what we think, and how we relate to the world around us. In this advanced level course we look at how authors from Robert Frost to Terry Tempest Williams, from Jack London to Jon Krakauer, have used wild lands as a setting, as a character, as a symbol, and as a cause and celebration. Students study how others – from Thoreau to modern-day nature writers – have used the power of their pen, their voices, and today even the Internet – to speak for the American landscape. We study classic and contemporary voices, the famous and the lesser-known works of American literature, Emerson to the Internet, to examine how each has reflected the evolving American relationship to nature.

Going one step further, this course gives students a chance to learn to use their own writing and speaking skills, along with other communication tools, to advocate for their own environmental beliefs, letting them add their own voices to the long tradition of speaking for the land. Making use of Conserve School's 1,200 acre campus and the adjacent Sylvania Wilderness, this hands-on, engaging semester-long course gives the student a truly unique opportunity to read, write, discuss and think about nature in nature, to experience a federally-designated national wilderness area, and to learn about their instructors, their fellow students, and the wild land around them.

History

This required history course covers the standard academic skills addressed in junior and senior level college-preparatory high school history courses, with an emphasis on historical events and analysis related to environmental themes.

History of Wilderness Exploration – the Northwoods and Beyond

This course combines historical studies with hands-on experiences. While reading and researching inspirational stories of explorers from the past, students practice the skills that have been essential for wilderness survival from prehistoric times onward. Students learn to: build fires without the luxury of matches; design and build simple watercraft; paddle and navigate the area lakes and rivers; build trails; ski and snowshoe; and camp in all types of weather. Like people of the past who lived close to the land, students test their mettle against the elements and come to better understand and appreciate the trailblazers who did it all without modern technology. This experience promotes Leave No Trace (www.lnt.org) principles while fostering a greater appreciation for the natural beauty of the surrounding Northwoods and other wild lands.

A portion of this course focuses on our unique Northwoods setting. Topics include: the history of the indigenous peoples of northern Wisconsin; the logging and mining boom that drew European immigrants and fueled the growth of Midwestern cities like Chicago; repeated conflicts over control of the state's rich natural resources; the growth of the Wisconsin environmental movement and the leadership of famous Wisconsin environmentalists like Aldo Leopold, Sigurd Olson, and Gaylord Nelson; and the history of Lowenwood itself. This course includes field trips to the historical mining center of Houghton, Michigan, and Aldo Leopold's Sand County.

Physical Education

This required physical education course includes instruction in life-long fitness as well as in specific outdoor activity skills. Students take part each day in physical activities that improve their fitness level, their agility and coordination, and their ability to enjoy the outdoors in a variety of ways. The course also includes instruction in health and wellness issues such as nutrition and other components of proper preparation for physical exertion and outdoor travel in varying weather conditions.

Outdoor Skills and Activities – Pack, Pedal, Paddle and More

Interwoven with the academic program is a full four-season complement of challenging and enjoyable outdoor activities, designed to increase students' comfort in the outdoors, introduce students to life-long outdoor pursuits, and provide opportunities for students to enjoy the beauty and wonder of the natural world. Conserve School encourages human-powered activities, following Leave No Trace (www.lnt.org) principles.

Conserve's Lowenwood campus provides an ideal setting to enjoy a wide selection of outdoor activities. You can kayak or canoe on one of our eight lakes, hike or run on over 20 miles of wooded trails, mountain bike on our scenic single-track trails, or swim in Big Donahue Lake. The ample snows of winter create new opportunities for outdoor fun, such as skiing on our 15 kilometers of cross-country ski trails, snowshoeing to a new corner of campus, ice skating on a lake, building and sleeping in a quinzee (snow shelter), and sledding. Students will often enjoy these activities as part of their coursework, with the outdoors as the classroom.

Conserve's curriculum includes opportunities to explore the world outside our campus, as well. Students and staff participate in multi-day backcountry camping excursions each semester, with trips to places such as the Sylvania Wilderness Area, Porcupine Mountains Wilderness State Park, or Pictured Rocks National Lakeshore. Many activities include a stewardship component. For example, students may hike into the Sylvania Wilderness, adjacent to Conserve's campus, in order to pull invasive plants, or paddle onto a lake to study water quality.

Mathematics

Mathematics coursework at Conserve School covers the standard academic skills and topics addressed in typical upper-level college-preparatory high school mathematics courses. Students are placed in courses based on a review of information provided by the sending school. Sending school teachers fill out detailed questionnaires to help Conserve School teachers tailor the curriculum so that students are able to re-join their sending school classes with ease. For all mathematics courses, students are required to have their own TI 84 Plus Silver Edition graphing calculator. (TI 83 Plus is also acceptable).

Algebra II

This course is designed to expand students' knowledge and abilities in regard to algebraic concepts. Typical first semester topics include linear equations and inequalities, graphing functions, linear systems, quadratic equations and functions, polynomial and polynomial functions, and radical functions and rational exponents. Typical second semester topics include exponential and logarithmic functions, rational functions, conic sections, sequences and series, periodic functions and trigonometry.

Precalculus

The focus of this course is the study of functions, but the course also covers trigonometry and analytic geometry in order to prepare students for Calculus. The course uses both a graphical and analytical

approach to the topics, making extensive use of the graphing calculator. Typical first semester topics include polynomials and rational functions, exponential and logarithmic functions, and trigonometric functions. Typical second semester topics include analytic trigonometry, laws of sines and cosines, and linear systems of equations and matrices, sequences and series, and limits.

World Languages

Conserve School provides direct instruction in *Spanish*. Students practice the four basic skills of reading, writing, speaking, and listening. As students learn languages and cultures, they increase their awareness of the environmental, ethical, and technological issues facing the world today.

Three flexible levels are available for Spanish. These courses cover the standard academic skills and topics addressed in typical upper-level college-preparatory modern language courses. Sending school teachers fill out questionnaires to help Conserve School teachers tailor the curriculum so that students are able to re-join their sending school classes with ease.

Students studying other languages have three options:

1. Students may choose to take a break from language studies while at Conserve School.
2. Students may study long-distance with a teacher from their sending school.
3. Students may continue language study on-line, at additional expense.

Electives and Online Courses

Electives

Elective options may differ from semester to semester; specific choices run based on student interest. The following are a few examples of our selection of elective courses.

AP Environmental Science

Students who elect to take this class in addition to the required Environmental Science course will complete all of the requirements of a year-long AP Environmental Science course. Through the combined courses students will study key environmental issues and problems and investigate solutions that lead to sustainability, locally and globally. They will identify environmental problems, investigate their causes, examine from many perspectives the controversies raised by these problems, and make recommendations for positive action. They will study the environment in an interdisciplinary way, incorporating biology, chemistry, and geology with respect to history, economics, politics, and ethics. They will investigate the relationships between culture, sustainability and interrelations in ecosystems. They will learn about biodiversity, pollution, waste management, toxicology, population dynamics and the limits and renewability of natural resources. Students enrolled in the fall semester are encouraged to take the AP Environmental Science exam in the spring at their sending school. Students enrolled in the spring semester are required to take the AP Exam in May. Fees for the AP exam will be collected at the start of the spring semester.

Ceramics

This class explores a variety of building methods – hand built, wheel thrown and sculptural. Students investigate a variety of surface decoration techniques and glazes. Firing takes place through alternative firing methods – raku, oil barrel smoke and pit firing – as well as in a conventional electric kiln. Philosophy and pottery traditions from around the world enrich the class and stretch the students' awareness of the world and of the ancient path of pottery throughout history. This pursuit in clay calls upon patience and discipline to make a good pot or piece of sculpture. Beyond that basic mastery is the

voice of the piece or the potter. Students in this course work hard while gaining skill, strength, and resourcefulness. This course provides great potential for discovery as students explore the essential elements of life: air, earth, fire and water.

Drawn to Nature

This course explores inner and outer landscapes. Initially students learn basic drawing strategies and then practice them throughout the semester. An essential part of the class is to keep and develop an illustrated nature journal. Through the reflective process of considering this wild and startling Northwoods environment as well as the Conserve School campus, students practice drawing, painting and calligraphy as they document their lives in this place where they live. Basic design elements of line, value, color, shape, pattern and texture are covered while exploring a variety of drawing and painting media. Subject matter stem from the natural world and projects encompass botanical illustration to landscape. During this exciting class students learn to observe and see more clearly in order to draw and to discover more about themselves and the Northernwoods and all that lies before them.

Earth Art

This course focuses on creating art with and within the natural world. Students venture outside during all seasons to interact with the weather and the landscape and discover more about their own relationship to that world. While much of the class takes place outside, some activities go on in the art room. The class is a grand adventure in building with nature, printmaking, cordage making, weaving, and recycling cast-off objects while looking at how indigenous cultures around the world make toys and useful tools from recycled materials. Prepare to examine the world and come to understand your own connection to the “terra firma” while you develop your resourcefulness!

Online courses

Students may use their elective slot to sign up for a ½ credit on-line course through Wisconsin Virtual School, at additional expense. (Typical cost for a course during the 2009/10 school year was \$325 per semester.) A Conserve School faculty member meets with the student weekly to monitor the student’s progress.

Field Instruction

During the Field Instruction times at Conserve School students participate in a wide range of activities. This is the time that the curriculum for the physical education course is covered. Students receive training in basic first aid and CPR. Students use this time to prepare for wilderness adventures and build their skills. These skills will be used both on campus and in the local area as students participate in on-going research and conservation projects. Additionally, field instruction time allows students to explore activities generated in their environmental science, history, and English classes further.

Residential Life Overview

Student learning at Conserve School is not limited to the classroom. The residential life curriculum reinforces for students the importance of personal responsibilities like homework completion, punctuality, and cleanliness as well as community responsibilities like maintaining shared spaces, preparing meals in the dining room, and taking turns washing dishes. The environmental theme of the school is carried through in day-to-day life on campus. Students and staff members recycle, compost, and are expected to be mindful of “living lightly on the land” throughout their day.

Environmentally-focused service learning on campus and in the community is an important component of our program. Students carry out a variety of service activities including fighting the spread of invasive species, helping organizations like the DNR or Nature Conservancy carry out conservation projects, and teaching local elementary school children about environmental stewardship. Each of these service activities includes an educational component, making service learning an integrated component of the academic curriculum.

Community Expectations

All members of our community, students and staff, participate in setting the expectations for community living. We hold each other accountable for living according to these expectations, which have their roots in the values set forth in the Conserve Code:

Compassion - Honesty - Justice - Respect - Responsibility

Residence Houses

Conserve School’s residence houses are exceptionally comfortable and attractive. Donahue House for boys and Elaine House for girls each become a home-away-from-home. Students live together in a college-like setting, with each student having a single room and every two students sharing a bathroom. Each house has three wings of student rooms (8-10 student rooms per wing), with a common space in each wing. Students learn to take ownership of their house through maintaining a clean living space. They also come to understand what it means to live in a community with others, giving them a distinct advantage upon entering college.

Residential Life Staff

Each residence house is also home to seven Field Instructors.

Our low student to residential staff ratio ensures that each student receives personal attention.

Sample Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast		
8:00 – 8:55	Math	Math	English	Spanish	Art	Breakfast 8:30-9:15	Breakfast 8:30-9:15
9:00 – 9:55	Spanish	Spanish	History	Art	Math		
10:00 – 10:55	Art	Art	Science	Math	Spanish		
11:00 – 11:25			Science				
11:40	Lunch	Lunch	Lunch	Lunch	Lunch	Brunch	Brunch
12:15 – 2:00	English	Science	Stewardship in Action	History	Field Instruction		
2:10 – 3:55	History	Field Instruction		English	Science		
6:00	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
	Gathering at the LAB 7:00-7:45						
8:00-10:00	Study Hours	Study Hours	Study Hours	Study Hours	Student generated activities	Student generated activities	Study Hours

Key Dates

Conserve Semester 5 CS5 (Fall 2012)

- August 18, Saturday School opens; students arrive between 9:00 a.m. & 3:00 p.m.
- November 17, Saturday Thanksgiving break begins; students must be off campus by noon.
- November 25, Sunday Thanksgiving break ends; students may return after 1:00 p.m.
- December 15-16, Sat- Sun Family Weekend & Celebration
- December 16, Sunday Fall semester ends; students must depart by 11:00 a.m.

Conserve Semester 6 CS6 (Spring 2013)

- Feb 2, Saturday School opens; students arrive between 9:00 a.m. & 3:00 p.m.
- March 29, Friday Spring break begins; students must be off campus by noon
- April 15, Sunday Spring break ends; students may return after 1:00 p.m.
- June 8-10, Fri-Sun Family Weekend & Celebration
- June 10, Sunday Spring semester ends; students must depart by 11:00 a.m.

We reserve the right to adjust dates based upon program evaluation and goals.

 **CONSERVE SCHOOL** **SEMESTER**
ONE SEMESTER CAN MAKE A WORLD OF DIFFERENCE

