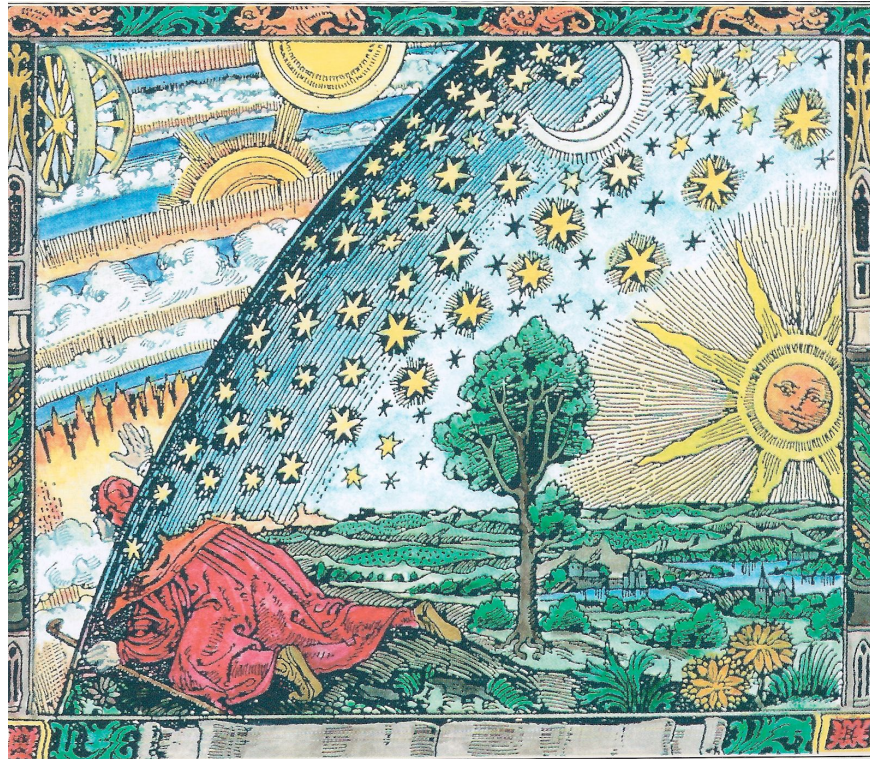


It is difficult for me to design a curriculum that would be specifically aimed for the tenth grade, but rather have approached the exercise so that the curriculum would be part of a 5 year program (as opposed to the American four year high school). I am also wrestling with the idea that I may not have the same kind of dissatisfactions with my high school education at the current time in comparison the the ones I had then. I have developed a series of biases and artistic/life practice that will inherently guide the way that I think through this exercise. This, in addition to not having much background in education. I have, though, taken into account what I felt was absent from the education that should have been foundational to my beingness as a critter and citizen of this world; I also went to an “International” school and undertook the International Baccalaureate program which I find to be the biggest joke of a higher education system ever conceived. I have attempted to trash traditional categories such as humanities, sciences, languages etc. because at this point in time (which could also be considered that point in time as I graduated from high school fairly recently- 2012), I find that the intersectionality of disciplines is difficult to ignore and there are new paradigms at bay that call for a re-organisation of what could be considered politically *foundational* learning and knowledge.

Hence,

[CURRICULA R.M.C.](#)



Students will be provided with a set of modules that strive for the balance of a variety of disciplines, field work, community understanding and outreach and will have the space to reflect and assimilate the intersections between them. The classes are structured in such a way that they fall underneath the umbrella of Repair, Maintenance and Care.

REPAIR (“sciences”):

The intentions of these modules are to provide a student with an introduction to subjects that make up the seams of the socio-economic and political paradigms of then and now. They will strengthen their critical understanding of the past and the culture of neglect that has characterised the West, but most importantly have a space to play and imagine futures.

These classes will not exceed more than 7-8 students & will be carried out in a round-table formation.

Abundant readings; oral presentations; newspaper clipping collaging; facilitated debate; speculative imagining; data analysis.

****HERSTORY/HISTORY**

- deep understanding of the history of colonialism and ‘culture of neglect’ —

****GEOGRAPHY /TOPOLOGY**

- what is a border or a margin? MAP-MAKING & UNDERSTANDING MAPS, unseen lands, reparations

****POLITICAL SCIENCES**

- equality vs equity, social justice, analytical critique of systems of oppression studied in HERSTORY, intro to systems thinking

****ECONOMICS**

- Utilize maths & stats to have a deeper understanding of current market and planned systems. A lot of SPECULATIVE ENVISIONING. Finally, a word on personal finance.

MAINTENANCE (“tools”):

These modules are intended to bestow practical tools to a student; these will allow them to navigate the paradigms, learnt about it in the REPAIR modules, independently; building the confidence to recognise their skill singularly but also the power and importance of collective endeavour & production.

Practical and hands-on labs/demos in class; ‘field’ trips paired with community work; peer collaboration; deconstruction/construction .

****MATHS & ALCHEMY**

- studying algebra, numerology and geometry in the guise of philosophy and magic

****INFORMATION SCIENCE: PROGRAMMING/HACKING**

- javascript and terminal commands, emphasis on REVERSE ENGINEERING

**** DIY & ‘REPAIR’**

- what does INVENTION mean? maintenance and repair of items and systems; in this class a lot of improvisation goes on depending on what items and things are brought into class by students, hence ADAPTATION.

****HEALTH/RITUAL/MOVEMENT**

- sex ed & gender studies intro, habit-making (ritual), meditation and improvisation

[“The collectivity of repair is a kind of social infrastructure; in fixing a phone, one also creates the context for a temporary public. 56” - Shannon Mattern](#)

CARE (“foundation”):

=====

These modules are the heart of the program as they are meant to facilitate expression and imagination in all aspects of the curriculum. They are also the classes that will instill in students the capabilities of worlding, sustaining and cultivating.

Close reading; Written skills; collective brainstorming; communication to humans and non-humans; outside ‘classroom’; creative process assistance; performance space.

**** LANGUAGES & INDIGENOUS HERITAGE**

- 2nd language of choice (for me this would be Italian) and study of nearest geographical endangered language

**** LITERATURE**

- Poetry, Toni Morrison, and the relevance of sci-fi

**** CREATIVE APPLICATIONS/ARTS**

- Pulling from any part of the curriculum (especially the MAINTENANCE sections), students will be assisted in the creation of one project over the course of each semester.

- Over the course of 5 years : different practical applications will be taught from music making, to sculptural/spatial assimilation, & software 2D/3D applications

****EARTH SCIENCE (Sustainability & Ecology)**

- Biology, Chemistry, Physics over the 5 years but with an emphasis on how the application of these studies is beneficial for a knowledge of the ecology of their surroundings, and with a strong emphasis on sustainability practices. In this year, it would be biology and most of the class time would be spent outside doing a case study/field lab work on one specific incubated environment such as a nearby lake.

CORE:

+++++

**** NOTHING TIME** (at least two hours per week of learning and understanding how to do nothing alone & together; usually in a large space inside or outside)

**** CROSS-DISCIPLINARY SEMINAR** for EVERYONE.

**** LIBRARY/MAKERSPACE NAVIGATION**

[Link to image source](#)

