



**Spring 2026**

# Schedule

MON	TUES	WED	THUR	FRI
9:15 - 10:30 AP LIT	10:00 - 11:30 Improv		10:30 - 11:30 Creative Writing	9:45-10:45 MUN
10:30-11:30 AP US Gov	11:30-12:30 Creative Movement		11:30-12:30 HS Mock Trial	10:45-12:00 Literature   College Essays
11:30 - 12:30 AP Geography				12:45-1:45 Statistics

Play rehearsal is from 1pm to 3pm each weekday but individuals will not be called every day. Rehearsal schedule comes out each month.

Please see calendar for dates for Literature and Writing.

# How to Register

1. Puruse the catalog or website. Make a list of classe you'd like to take.
2. Use our form (link below) and fill out the registration form. Please fill out one form per student.
3. When you register, we ask you to consider your budget and choose an option that works for you.
4. If you are paying cash or check - choose that option and fill out the payment section of the form.



## What to Pay?

I get asked a lot why we price the way we do and in short, it's because we believe that education should be accessible. Full stop.

So we ask you to consider your budget and pay accordingly. Here are some guidelines:

- Typical pricing - This helps us pay our bills and grow the program so it has longevity and can serve many.
- Basic pricing - This helps us pay the bills.
- Scholarship - This covers some of our needs but not all. It's available for families who need it.

Thank you for considering accordingly.  
Two Roads Learning is a 501(c)(3).

# Important Dates

## January

5 - AP classes start  
15 - Rehearsal starts  
19 - NO AP classes  
29 - Thursday classes start  
30 - Friday classes start

## February

3 - Theatre classes start  
9 - NO AP classes  
12/13 - NO Thurs./Fri. classes  
9, 11, 12 and 13 - Shakespeare Intensive

## March

13-16 National HS MUN so...  
13 and 16 - NO CLASSES

## April

10 - Friday classes end  
17 - Essay class starts  
27 - 30 Tech week  
NO CLASSES DURING TECH WEEK

## May

May 1 and 2 Show days!! (No classes on May 1)

Week of May 11 - last week of classes

May 29 Spring workshop for rising seniors and parents



# Spring Play

Grades 4th-12th  
1PM - 3PM

## Dates

Rehearsal starts Jan. 15

Tech Week: April 27

Show Days:  
May 1 AND May 2

Show times 2pm & 7pm

## Rehearsals

Rehearsals will be held daily from 1pm to 3pm - but not every person will be called every day.

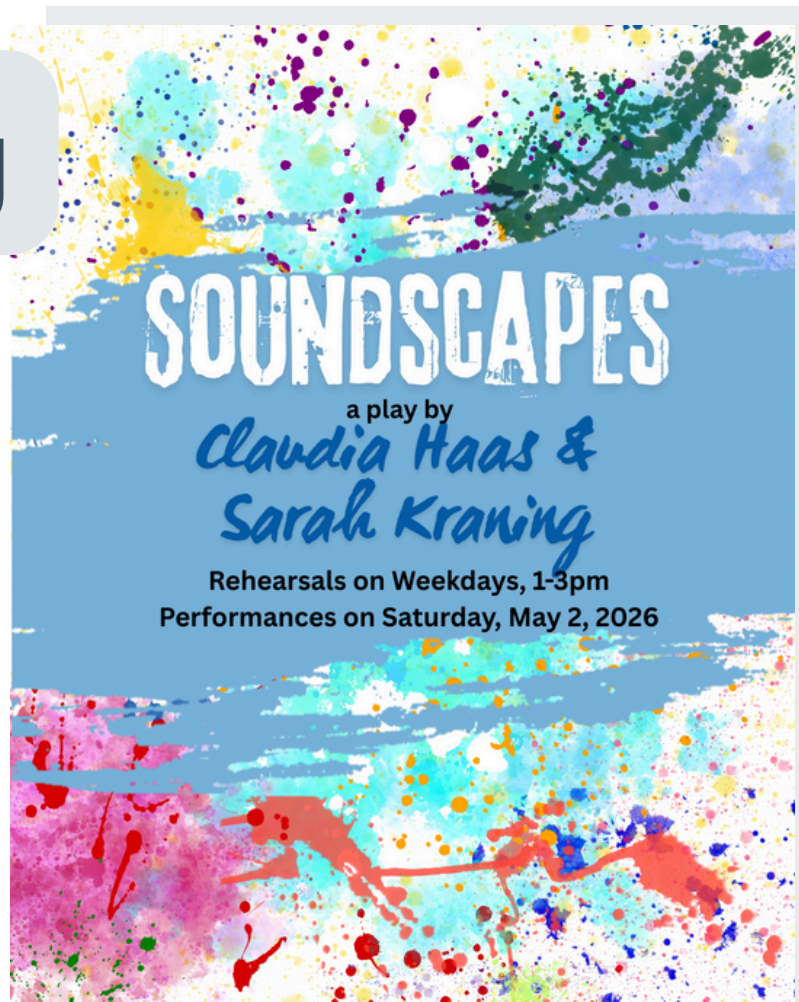
Schedules will come out monthly and we commit to not scheduling you when you're not available!

## Cost

Typical - \$325

Basic - \$250

Scholarship - \$175



## Accessible theatre for all!

Iris has synesthesia. She has no idea. At first, she simply thinks that everyone sees colors and shapes when music plays, but by the time she's a teenager, it's clear that others don't understand. Struggling to downplay the way she experiences the world, and worrying what it might mean to be different, the young artist is at war with herself until she meets a new friend - and he sees the colors too. An ensemble chorus of colors bring Iris' experience of discovering her neurodivergence to life in this triumphant, visually stunning coming-of-age story.

Acting and Technical Roles Available!

Whether you want to be on stage or behind the scenes - we have something for you to do!

# Important FAQs About Soundscapes

When is rehearsal?

Rehearsals are held every weekday from 1pm to 3pm. Not all actors are called for every rehearsal - please see registration directions. Schedules will be published each month.

What is my commitment?

You decide what your commitment is - and you let us know when you register about any conflicts, how many days per week you can come, and what days you're free. Tech week rehearsals are mandatory.

How do you decide on casting?

We think students learn best through doing and experiencing. Thus, casting is based on availability, appropriateness for role and other factors. But our goal is for all students to get to experience theatre so ALL roles are important, ALL positions are important.

What is your absence policy?

Our ability to have a well organized semester is dependent on your commitment to showing up. Please quadruple check the calendars and think of this as a team endeavor! Obviously though - don't come in sick.

How do I sign up for a technical job?

Technical opportunities are also listed on the registration form. You can sign up for both.





# SOUNDSCAPES

*Stage Manager  
Needed!*

# We're looking for a student Stage Manager!

Would I like Stage Managing?

If you have a calm personality, enjoy helping others, are willing to learn, and have a love (or very big interest) in theatre, you'll be a great fit!

How do I apply?

Email your name, your weekly availability from January-the first week of May, any conflicts you have, and a short paragraph on why you love or are interested in theatre to [lizzy@tworoadslearning.org](mailto:lizzy@tworoadslearning.org)

Tasks and responsibilities

- Attending and taking notes for production meetings
- Creating and maintaining a prompt book
- Help organize and maintain props/costume/set room
- Attending and annotating notes during rehearsals
- Writing down blocking
- Feeding actors their lines after they call "line"
- Writing down and handing out line notes after Off-Book deadline
- Attending all technical rehearsals and performances
- Calling the show (telling lights and sound when their cues are)

***NOTE: Should the student attend all agreed upon rehearsals, and complete their tasks, they will be awarded with a \$100 monthly stipend.***



# Improv

Grades 4th-12th  
Tuesdays  
10:00 - 11:30

## Dates

February 3<sup>rd</sup> - May 12th

## No classes

April 28

## Cost

Typical - \$275

Basic - \$210

Scholarship - \$145



## Yes, and...

This is a fun silly class that is helpful for anyone interested in theatre, acting, or even just building confidence.

Through lots of games and activities, students will learn to adapt, think quickly on their feet, and develop strong teamwork skills.

# Creative Movement

Grades 4th-12th

Tuesdays

11:30 - 12:30

## Dates

February 3<sup>rd</sup> - May 12th

## No classes

April 28

## Cost

Typical - \$275

Basic - \$210

Scholarship - \$145



## Accessible theatre for all!

Creative Movement is a theatre class that combines viewpointing, improv, and dance techniques to help students move seamlessly onstage. Students enrolled in this class will expand their movement vocabulary, move gracefully, and learn to tell stories using movement. This class is suitable for all levels of theatre and dance backgrounds. Rather than having a showcase, students will create projects each week to create movement/dance reels.

# Shakespeare Intensive

Grades 4th-12th

M, W, R, F

10:00-12:00

## Dates

February 9, 11, 12, 13

Staged Reading on  
Friday, February 13<sup>th</sup>!

## No Class

Feb 10th

(There is Improv and  
Creative movement.)

## Cost

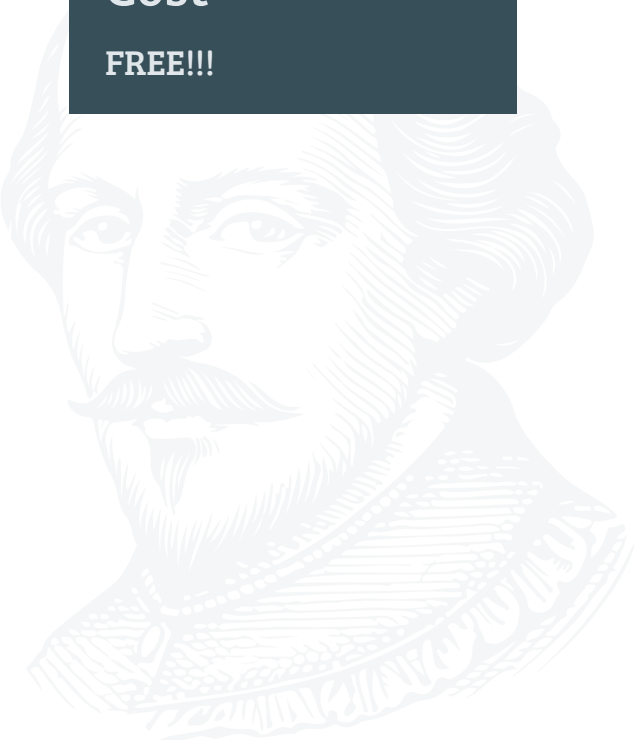
FREE!!!



## To be, or not to be...

Shakespeare is one of the most influential and frequently referenced writers in Western literature. Engaging with Shakespearean text develops strong critical thinking skills, a better understanding of historical and cultural contexts, and helps students appreciate modern literature and theatre.

Every single actor must have a Shakespearean monologue in their back pocket. A basic understanding of classical text is essential in theatre education (and career!) In this class, students will be provided a monologue hand-selected for them. The class will spend all week doing hands-on acting exercises, before performing in an optional showcase.





# Model UN Simulations

**Grades 7th-12th**

**Fridays**

**9:45 - 10:45**

## Dates

Jan 30 to May 15

## NO CLASS

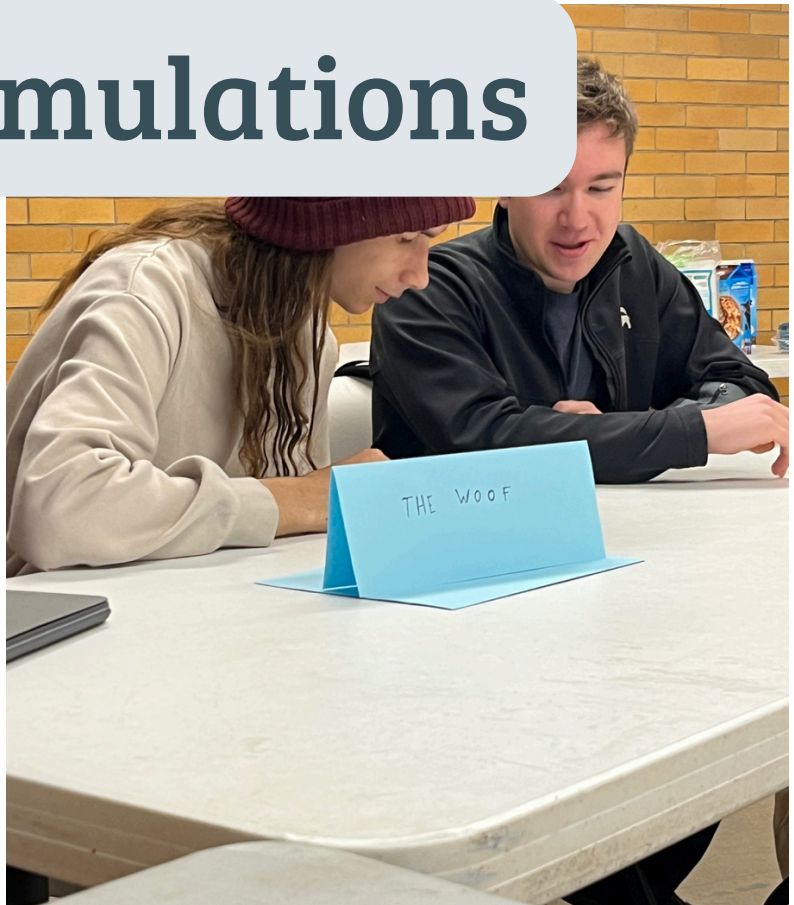
2/13, 3/13, 5/1

## Cost

Typical - \$275

Basic - \$210

Scholarship - \$145



## For the global scholar

Become a global citizen and develop your diplomatic skills in Model UN! This class provides hands-on experience in international relations through simulated United Nations scenarios. You'll learn to research global issues, debate, and deliver persuasive speeches while representing a country's stance. Hone your skills in negotiation, compromise, and coalition-building to achieve your country's objectives. Collaborate with fellow delegates, lead committees, and navigate the complexities of international diplomacy. All levels welcome. In the spring, students usually have the opportunity to attend one to two conferences - date TBD. However, conference attendance is not mandatory.





# Lit on the Big Screen

**Grades 7th-11th**

**Friday**

**10:45 - 12:00**

## Dates

Jan 30 to April 10

## NO CLASS

2/13, 3/13

## Cost

Typical - \$200

Basic - \$160

Scholarship - \$110

## Syllabus



## Classic books and their retellings

Join us as we explore plot, setting and character with classic narratives through the lens of parallel narratives, altered POVs and other fun twists. Note that this class meets every week and ends in early April.

Literature classes at Two Roads are always based on Socratic discussion as the 'meat' of literary exploration. This class will also include a project for each book we read and if there is interest, some movie screenings! (Movies will not be part of required assignments.)

Tentative books include:

Emma

Taming of the Shrew

Hamlet

Uprooted

James

and Mr. Pip

# The Common App Workshop

Grades 10th-12th  
Fridays  
10:45 - 11:45

## Dates

April 17 to May 15

## NO CLASS

5/1

## Cost

Typical - \$75

Basic - \$50

Scholarship - \$35



## For the future college student

Want a leg up on getting your common app done? This is a four-week workshop designed specifically for those who would like to work on their college application essay.

During these four weeks, we will work on essays, resumes, activity lists and more so that students have all the pieces they need to apply to college when the common app opens. Students who do the homework will have their pieces ready by Aug 1 opening date.

We will also host a parent workshop this spring and in the fall. Dates TBD.

## Syllabus



# Storycraft

A creative writing class for all!

Grades 7th - 12th  
Thursday  
10:30 - 11:30

## Dates

Jan 29 to May 14

## NO CLASS

2/13, 3/13, 5/1

## Cost

Typical - \$275

Basic - \$210

Scholarship - \$145



## A fun creative writing project class

This 12-week workshop-style class guides writers from raw idea to a robust portfolio, focusing on the advanced techniques that make a narrative unforgettable.

We'll master essential tools like subtext, character arcs, and narrative pacing, learning how to write with intention, build powerful conflict, and refine three diverse stories ready for presentation. This is where you transform the stories in your head into high-impact fiction on the page.

This class is revamped from previous creative writing classes! Each week, students will get a writing assignment so they can begin to build a creative writing portfolio. The class is ideal for students who love to write.

## Syllabus





# Mock Trial

**Grades 8th-12th**

**Thursdays**

**11:30 - 12:30**

## **Dates**

**Jan 29 to May 14**

## **NO CLASS**

**2/13 and 4/3**

## **Cost**

**Typical - \$275**

**Basic - \$210**

**Scholarship - \$145**



## **For budding lawyers...**

Interested in law, justice, or how the courtroom works? Mock Trial throws you right into a hypothetical case! Learn to analyze evidence, craft arguments, and deliver persuasive speeches like a real lawyer. You'll work as a team to prepare your case and even play different roles like attorney, witness, or judge. Perfect for anyone interested in law, debate, acting, or public speaking. No experience needed! (Note - there are no mock trial competitions in CT in the spring.)

# Preventing a Zombie Takeover

Statistics for Survival  
Grades 7th-12th  
Fridays  
12:45 - 1:45

## Dates

Jan 30 to May 15

## NO CLASS

2/13, 3/13, 5/1

## Cost

Typical - \$275

Basic - \$210

Scholarship - \$145



## Project-based statistics

Help us prevent a Zombie apocalypse!! Not your typical statistics class, this is a conceptual class that focuses on data analysis and Bayesian statistics. (That's a fancy way of saying it is highly visual and you do not need to like math OR have a minimum amount of math to participate.)

Students will actively be working towards containing, and making decisions about a hypothetical Zombie virus outbreak all while learning and using statistics to predict and draw conclusions. The class is designed for everyone - especially those who hate math.

## Syllabus





# Syllabi

The following pages include syllabi for most academic classes. Syllabi will be finalized and published closer to the class start date in January.

# Literature Syllabus

Join us for an exciting and analytical exploration of classic and contemporary narratives, focusing on how fundamental literary elements—plot, setting, and character—are created and transformed across different media. This course uses the concept of adaptation as a launching point, delving into how meaning shifts and deepens when stories are viewed through the critical lenses of:

- **Parallel Narratives:** Examining stories told side-by-side or in counterpoint and analyzing how a secondary plot or a narrative "sequel" illuminates the central themes and character arcs.
- **Altered Points of View (POVs):** Deconstructing how shifting perspectives—such as unreliable narrators, multiple viewpoints, or reframed accounts—change our understanding of events, character motivations, and genre.
- **Fun Twists & Intertextuality:** Investigating playful and provocative techniques where authors reimagine, subvert, or directly comment on the original source material.

Note that viewing the movies is not required (except it is **HIGHLY RECOMMENDED** for Shakespeare.)

## Book List

Emma by Jane Austen  
Hamlet by Shakespeare  
Taming of the Shrew by Shakespeare  
Uprooted by Naomi Novik  
James by Percival Everett  
Mr. Pip by Lloyd James

## Discussion

Every book has discussion posts that are due after each class. These posts are generally short responses that can include questions, thoughts or ideas the students have. They are worth 25 points each and all are required. All good faith effort gets full credit.

## Reading Response

These are larger assignments that are completed after the books are finished. Due to the quick pacing of this course, students can choose 3 reading responses and they will be accepted no later than May 15. They are worth 100 points each.

## Honors

These are projects that ask students to dig deeper into literary analysis and engage in critical thinking. Honors assignments are optional, and students can choose them to get honors credit and have the course listed as an honors credit on their transcript. Students may also choose 3. Each are worth 100 points.

## Credit

This class is .5 credits in English Language Arts (Literature).  
Honors credit is available/optional.  
Auditing is available/option - books must be read



# Common App Workshop

The purpose of this class is to help students get organized and prepare for applying to college. The class is not graded, nor is it credit bearing. Students who do all the homework should have all the written pieces of their application done by the end of class. Students may also take this class to start preparing, but it is not recommended for younger than 10<sup>th</sup> grade (rising juniors).

## Week 1

Brainstorm core values and common app essay topics. Write a rough draft. Also, write activities list. Parents revise/approve list.

## Week 2

Continue to revise essay. Work through 'why' essays (very common in supplementary essays and scholarships). Create resume.

## Week 3

Continue to revise essays. Finish and polish resume and activities section. Discuss fit, scholarships and crash course for financial aid.

## Week 4

Finalize main common app essay. Make account and fill out demographic information. Talk early decision vs early action strategies, as well as finalize all essays, activity lists, etc.



# Storycraft

## (A Creative Writing Class)

This 12-week, intensive writing workshop is designed for students ready to move beyond foundational techniques and transform their creative ideas into high-impact, presentation-ready fiction. If you love to write and are ready to approach your craft with professional rigor, this course will provide the framework and accountability you need to succeed.

We will explore the advanced tools that separate compelling stories from truly unforgettable narratives. Each module is structured to refine your technical mastery and deepen your analytical approach to craft, focusing on subtext and dialogue, complex character arcs, and deliberate narrative pacing. Each writer will leave with a portfolio of work, plus a few new tools in their writer's toolbox.

Students who wish to audit the class may participate without turning in the homework and/or working on their own stories.

### Grading

Since writing is sometimes an art form, all good faith efforts will be given full credit with feedback for improvement.

### Credit

This class is .5 credits in Adv. Writing/ELA

Honors credit is not available - the class is already listed as Advanced. Auditing is optional - hw not required for audit.

### Class Structure

Each class will start with an exercise that addresses a specific writing skill.

Then, we will work together to hone the writing skill and assign the week's project.

Then students will be given time to work on their writing. (There is about 15-20 minutes of quiet writing time.)

Some students may choose to work on their own projects, and other students may choose to work on the homework.

Students who like to write and want to improve with targeted assignments will love this class.



# Preventing a Zombie Takeover

Help us prevent a Zombie apocalypse! Are you ready to use data to save humanity? This is not your typical statistics class. This is a hands-on, project-based, conceptual statistics class focused on conceptual statistics while developing data literacy and critical thinking skills necessary to navigate an information-rich world, all framed within the exciting, high-stakes context of a hypothetical zombie virus outbreak.

If you struggle with traditional mathematics, or if you simply want to understand the powerful concepts behind data analysis without getting lost in equations, this course is designed for you. You do not need to like math, nor have a minimum amount of math to participate.



## Credit

This class is .5 credits in Math and will be listed on the transcript as Conceptual Statistics under Math for Social Sciences which would be considered an academic elective.

Honors credit is available for those students who want to really dig in. Students may also audit the class, and only do the activities in the class with no homework.

## Conceptual Core: Bayesian Statistics and Visual Thinking

We will bypass complex calculations and instead use highly visual, hands-on, and conceptual methods—including Bayesian Statistics. This is a fancy way of saying we will learn to constantly update our beliefs, predictions, and decisions as new evidence (the zombie spread!) comes in.

Students will actively work to contain the outbreak and make strategic decisions by mastering key concepts and vocabulary:

- **Prediction and Probability:** Using data to forecast how the virus spreads and where the next outbreak zone will be.
- **Hypothesis Testing:** Learning to test theories about the virus (e.g., "Does quarantine work?") and assess the effectiveness of interventions.
- **Data Visualization:** Mastering the art of creating and interpreting maps, graphs, and visual models to communicate critical threats to the emergency response team.
- **Risk and Uncertainty:** Quantifying the danger to civilian populations and making ethical decisions about resource allocation under pressure.

# Concepts and Activities

The following is a tentative schedule of activities and homework. Note that we will adjust the syllabus as needed to meet students needs.

## Introduction: Data Literacy & Variables (Data, Sample, Population, Categorical, Quantitative)

"Patient Zero File": Students analyze mock initial outbreak reports to define and categorize the variables present (e.g., symptoms (categorical), age (quantitative), location (categorical)).

Epidemic Vocabulary: Define 5 key statistical variables (1 quantitative, 4 categorical) you will track for your final containment report.

## Descriptive Statistics: Summarizing Data (Mean, Median, Mode, Spread, Outlier)

Using visual bars, students physically arrange data points (e.g., infection age) and visually locate the mean vs. the median to understand the impact of outliers (Patient Zero).

State of the Outbreak Summary: Write a 150-word internal memo summarizing the "typical" infected patient using the mean and median of the initial data.

## Prediction & Probability: The Chance of Infection (Probability, Relative Frequency, Range [0-1])\*\*

Use colored counters to model a small population and demonstrate the relative frequency of transmission. Visually locate where current containment odds fall on the conceptual 0 to 1 probability line.

Conceptual Odds: Explain the difference between the probability of being bitten versus the probability of being infected (as a 0 to 1 value).

## Data Visualization: Mapping the Threat (Heat Maps, Histograms, Scatter Plots)

Given different infection data sets (e.g., infection rate over time vs. location density), groups choose the most effective graph type to communicate urgency and distribution to the emergency command.

Infographic Sketch: Draw a sketch of a map or chart that effectively visualizes the three most urgent threats facing the nearest city (Data Visualization).

## Risk & Uncertainty: Confidence Levels (Margin of Error, Confidence Interval, Error)

The Forecast Game: Students predict the total infected number one week out. They then define their Confidence Interval (how sure they are) based on the size of their Margin of Error (how much data they have).

Confidence Statement: Draft a short "Confidence Statement" for the prediction team, including the conceptual definition of your Margin of Error.

## Hypothesis Testing: Testing Interventions (Null/Alternative Hypotheses, Testable Claims)

Quarantine Challenge: Students formulate a clear, testable hypothesis (e.g., "The fence works") for a mock containment trial. They formally write the corresponding Null and Alternative statements.

Intervention Hypothesis: Write a formal Null Hypothesis and Alternative Hypothesis for a proposed intervention (e.g., a vaccine trial or mandatory curfew).

## Bayesian Statistics: Prior Beliefs & Updates (Prior Probability, Likelihood, Updating Beliefs)

The Initial Guess: Students write down their Prior Probability (initial guess/belief) about the vaccine's success rate. They receive initial test data and discuss the Likelihood of the data matching their prior.

The Prior Report: Justify your initial vaccine success rate guess (Prior Probability) in a short paragraph, citing two pieces of "pre-data" evidence (e.g., rumors, initial lab reports).

# Concepts and Activities

The following is a tentative schedule of activities and homework. Note that we will adjust the syllabus as needed to meet students needs.

## Bayesian Statistics: Posterior Decisions (Posterior Probability, Updating Beliefs)

**The Update Session:** Groups receive a final, larger set of test data. They visually compare the test data to their initial Prior and determine the Posterior Probability (the new, updated belief) about the

**The New Reality:** Write a short report detailing how your Posterior Probability for vaccine success has changed and what this means for deployment.

## Decision Making & Error (Type I Error (False Positive), Type II Error (False Negative))

**The Evacuation Role Play:** Students role-play a command center scenario where they must decide whether to call a full evacuation. Discuss the severe consequences of a Type I Error (false alarm) vs. a Type II Error (missed alarm)

**Mistakes Were Made:** Analyze a past decision in the outbreak simulation (e.g., delaying the quarantine) and conceptually identify if the mistake was a Type I or Type II Error.

## Correlation vs. Causation (Confounding Variable, Spurious Correlation)

**Vaccine Allocation Debate:** Group debate on the ethical implications of different sampling biases when distributing a limited vaccine supply (e.g., prioritizing age, location, or essential workers).

**Ethical Data Statement:** Draft an "Ethical Data Statement" for your final containment strategy addressing how your team will prevent sampling bias in data collection.

## Synthesis & Final Project Prep (Review of all core vocabulary)

**Statistics Scavenger Hunt:** Teams race to correctly match all 15 key statistical vocabulary terms and concepts learned in the course to their visual definitions and outbreak applications.

**Containment Plan Draft:** Finalize all data visuals and the written component of the Final Containment Strategy.

## Final Project: Containment Strategy

**Final Presentation:** Students present their complete Containment Strategy report, using all learned statistical concepts to justify their final decision and predictions.