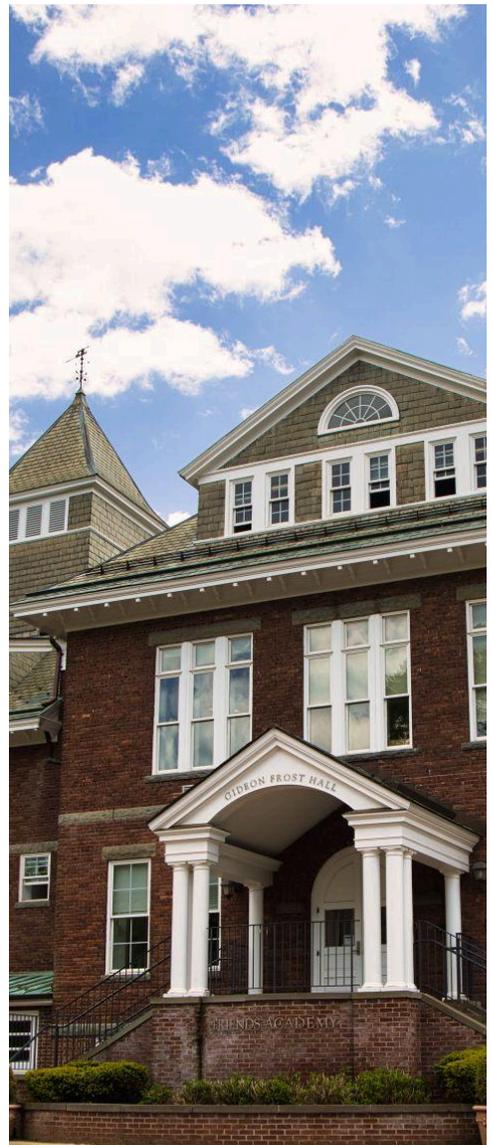




FRIENDS ACADEMY

Upper School

COURSE OF STUDY





Mission Statement

Guided by Quaker principles, Friends Academy educates our students to discover and develop the best of who they are and who they can become.

Belief Statement

At Friends Academy, we achieve educational excellence by committing to the highest standards of learning and living.

Our diverse and welcoming community is strengthened by our Quaker values, which empower our students to inquire, reflect, and engage in their classrooms, their neighborhoods, and in the world.

Because when we inspire students to learn and live with purpose, they can achieve greatness without sacrificing goodness.

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Friends Academy Upper School Course of Study 2025-2026

Welcome to the 2025-2026 Friends Academy Course of Study. As a resource for course planning and scheduling, the course book serves as a menu and also a guide for planning your four years of studies at Friends Academy. We encourage you to use it as a way of having good conversations about the learning you will pursue this year and for years to come, and we hope that students and parents can follow up with academic department chairs, individual teachers, and our college guidance staff with your questions. Most of all, we hope you will take advantage of all the rich, varied, and evolving offerings and opportunities the school provides for students.

As a Friends school, we believe in continuing revelation. Education at Friends Academy is a process of seeking truth and deepening our awareness, which demands ongoing reflection within a community of diverse thought and perspective. We believe in the innate goodness of each member of our community. We value every perspective and experience, and encourage their discovery and exploration by both the individual and the community to achieve greater understanding.

As a student-centered Quaker school, we support students through the process of becoming more active questioners who are increasingly responsible for their learning and for their world. We seek to inspire deep inquiry that fosters discernment, good judgment, and ethical action. As learning happens when students actively construct ideas and test approaches, “meeting” in the classroom promotes a culture that honors “meaning making,” individual and shared. The Quaker adage “Let your Life Speak” spurs graduates to lead purposeful lives of integrity and service.

Friends Academy is committed to developing a diverse community whose members are respectful, responsible, reflective, open-minded, and creative in the pursuit of excellence. Students are challenged to think analytically and independently and to strive for spiritual awareness, emotional well-being, and physical health. As a community, we are committed to understanding and honoring Quaker testimonies of integrity, simplicity, patience, moderation, peaceful resolution of conflict, and service within and beyond the school community.

Objectives

In academic terms, the course of study of Friends Academy gives its students the foundations of a liberal arts education and the skills required for further studies. In a larger sense, the whole program of the school has as its objective the physical, spiritual, artistic, and emotional development of each student.

The following list states our objectives within the major academic departments:

English: To develop in our students the ability to think critically, read thoughtfully, communicate effectively, listen intelligently, and understand literature not only as a source of information and enjoyment but also as a record of human thought and spirit through the ages – as a guide,

therefore, to a clear perspective on the complex ideas in today's world.

History and Social Studies: To broaden our students' understanding of the historical processes that have produced our world; to encourage students to think critically while interpreting past events and finding potential solutions to contemporary problems; and to prepare students for enlightened, empathetic, and active citizenship in a diverse society.

Mathematics: To develop students' competence in handling mathematical concepts and processes; to increase their awareness of mathematical ways of thinking; to promote their appreciation of possible applications of mathematical thought in other areas of study; and to provide a solid foundation for further study in mathematics.

Science: To develop students' understanding of basic scientific principles in order to foster growth as knowledgeable citizens; to develop an understanding of a diversity of living organisms with an emphasis on the human and relate this understanding to the problems of preservation and conservation of the world resources; and to develop an awareness of ethical issues regarding the use of science and technology. We help students achieve this understanding through teaching that emphasizes analytical skills based on experimental observation and, wherever possible, mathematical application of concepts and laws; open-ended questioning; and reflective writing in journals, research notebooks, and lab reports.

World Languages and Cultures: To help students build proficiency in the oral and written use of a second language, as well as gain a fundamental knowledge of the literature, culture, and traditions associated with the communities where it is spoken; to learn about a variety of communities; to deepen self-awareness; to promote greater empathy and international understanding; to sharpen analytical ability to ascertain deeper truths; and to provide a solid foundation for further study. As a language and culture program within a Quaker school, we educate students beyond their intellects. Students' moral, emotional, and social growth takes place when they move beyond the self to try to understand and communicate deeply with those from different languages and cultures.

Interdisciplinary Studies: To open up opportunities for students to explore different experiences that cross or interweave traditional academic disciplines; to promote growth and understanding of the different lenses, perspectives, and modes of thought as they apply to cross-disciplinary or interdisciplinary questions or problems; to encourage students to challenge a unidimensional approach to an issue by bringing a variety of disciplinary resources, tools, and materials to bear on a complex and multidimensional question.

Arts: To teach self-reflection and empathy through both a personal and global lens. By developing artistic and technical skills in all areas of the arts, students explore and discover their identities and passions, and create an avenue through which their lives can speak.

Quaker Life: To nurture spiritual development, teach about Quakerism, and provide opportunities to experience Quaker faith and practice in community. Through Teachers and Students for Quaker Education (TASQUE) and specific department courses, we seek to create a place of sanctuary where people feel safe being reflective, open spiritual beings who “let their lives speak.”

Computer Science: To help students understand the technology all around them and the programming that makes it work; to help them develop the skills needed to use current computer hardware and software and to learn new technologies; to increase students’ awareness of technological resources; to develop a good foundation for using technology in all areas of the curriculum; and to provide opportunities for students to acquire advanced skills in computer science and related fields.

The following list states our objectives within the non-academic departments:

Community Service and Service-Learning Program: To foster in our students an awareness of issues and challenges that confront the many communities of which Friends Academy is a part, and a commitment to use their talents and skills for the benefit of others by engaging them in concrete service projects in these communities. The ninth graders work with their advisories to do multiple projects throughout the year. In tenth grade, we strongly encourage our students to volunteer for our after-school program, serving children, youth, the elderly, people who are physically challenged, and people who are homeless. The We Are The Community Helpers (WATCH) committee has a list of volunteer opportunities. The expectation is that eleventh graders pursue independent service initiatives in order to build a plan for their twelfth grade Independent Service Project (ISP), a three-week-long project to culminate their service experiences at Friends Academy.

Independent Service Project (ISP): ISP is a graduation requirement for seniors that provides a two- or three-week opportunity at the end of May and beginning of June for seniors to volunteer their time in an area of need that is personally meaningful and offers service to others through the Quaker testimonies of integrity, modesty, simplicity, and equality. Upon completion of the project, the student gives a presentation and must earn a satisfactory rating to fulfill the graduation requirement.

Physical Education: A physical education or interscholastic athletic credit is required for students in grades 9, 10, 11, and 12 each trimester in order to graduate. To receive credit, a student must attend and participate in a minimum of 80% of the classes every term. Assessments and daily grading are based on a rubric that addresses three areas:

- Application of fitness concepts
- Application of movement concepts
- Application of personal and social responsibility

Students who do not meet this requirement will not receive credit and will be required to complete

their physical education requirement in the summer. The philosophy of the program is to promote sound principles of physical, social, and mental development through well-organized physical education and dance classes as well as interscholastic athletics. The curriculum stresses the importance of maintaining an active and healthy lifestyle through a variety of leisure time activities as well as an exposure to the more conventional team activities. Wellness concepts are included in the curriculum to help students develop habits and skills that contribute to overall physical and mental well-being. *Participation in a team sport – or in the winter, strength and conditioning or cardio-fitness programs after school – satisfies a student's physical education requirement for that season.*

Health and Wellness: Ours is an interactive, student-centered curriculum designed to help students learn about contemporary and critical health issues while asking them to explore their personal health habits and goals. Courses are skills-based, and upon completion, students will be able to enhance their personal health and the health of their communities well beyond their time at Friends Academy.

Sustainability and School Community Works Programs: All students are required to contribute their help to the school. Working in the school garden, the housekeeping chores of lunchroom and classroom cleanup, the occasional need for admissions aides and tour guides, and ongoing requests for help across the school – all offer opportunities for service to the school, to foster a sense of belonging, of caring, and of making a positive difference to the physical and social ambiance of Friends Academy.

Finally, within the various academic areas, we attempt to strike a balance between the cognitive and affective aspects of education. The cognitive aspects are those that stress the use of reason in mastering concrete facts and abstract concepts, while the affective aspects are those that access the imagination and spirit and try to more fully satisfy the emotional and creative needs of the students. While mind, heart, and spirit are not ultimately separable in these ways, integrating these realms is the substance of a deep high school educational program.

Planning a Program of Study

Graduation Requirements

Upper School students are expected to carry the equivalent of **six academic credits each year** and at least five major courses. A student may take between four and seven credits worth of courses with specific approval of the academic and college counseling staff, parents, and where appropriate, the teacher, department heads, and/or, in some cases, the principal. Ninth-, tenth-, and eleventh-grade students are required to carry a minimum of six total credits of courses, counting minor required and elective courses but not PE.

We expect students to complete all coursework successfully. For ninth-, tenth-, and eleventh-grade students, failure to do so may lead to required summer work or dismissal from Friends Academy.

For seniors, failure to complete all coursework successfully may delay or prevent the awarding of the diploma. The Independent Service Project may also be canceled or delayed.

Minimum requirements for a diploma are the completion of 16 full credits plus designated courses in Quaker life, technology, health and physical education, and the arts.

Students who leave at the end of their junior year to attend an accredited college may receive a diploma from Friends Academy upon presenting evidence of the successful completion of their first year in college, including a full year's course in English.

English (four years): English 9: Self and Society; Global Literature in Grade 10; American Literature in Grade 11; and two semesters of English in Grade 12. Four years of English are required.

History and Social Studies (three years): Required courses are Foundations of History in Grade 9; Global Interactions in Grade 10; U.S. History or AP U.S. History in Grade 11. Four years of history are recommended.

Mathematics (three years): Algebra I, Geometry, and Algebra II or Algebra II and Trigonometry are required. For seniors not taking another math course, Precalculus is recommended. Four years of math are recommended.

Science (three years): Three years of sciences are required. It is expected that students complete Biology, Chemistry, and Physics. Four years of science are recommended.

World Languages and Cultures (two years): The completion of level three of one world language is required. We suggest students take four years of language courses.

Arts: For incoming Grade 9 students and current Grade 10 students, one and a half arts credits are required. One and a quarter arts credits are required for current Grade 11s. One credit is required for current Grade 12s. Two or more years of arts are recommended.

Quaker Life: The Grade 9 course and Senior Reflections in Grade 12 are required courses. The following commitments are also required of all students:

- Weekly Quaker Meeting for Worship: "The most important appointment of the week," all students are expected to attend Meeting for Worship weekly.
- Community Service: At all grade levels, students are expected to do volunteer work of their own choosing or design at local agencies and within school.
- Independent Service Project (ISP): All students must complete the independent service project before graduation.

Technology: All students are required to take either one computer science course OR one digital arts course.

Physical Education (four years): All students are required to take the physical education classes unless they are playing on an interscholastic team. All dance classes count toward physical education credit.

Health: Health courses in Grades 9 and 11 are required.

Preliminary Scholastic Aptitude Test (PSAT)

The PSAT is a practice test for the SAT. Students need not share their scores with colleges. The test is offered at Friends Academy in October and is optional for Grade 10 and required for Grade 11 students. The PSAT can be used to estimate the SAT score by adding 50 points each to the math and verbal and writing PSAT score. The PSAT scores for juniors will be used to select National Merit Semi-Finalists and National Merit Commended Students (who are in the top 1% and 5%, respectively, of juniors across the nation who take the test), and these students can become eligible for merit scholarships at some colleges.

Advanced Placement (AP) Level Courses

Advanced Placement (AP) courses enable students who are eligible to take college-level courses while still in Upper School. The courses delve into greater depth than standard courses and teach skills that can prepare students for the rigors of college. They help students to develop solid writing skills, problem-solving techniques, and good study habits. These courses push the students intellectually and help them learn to develop and support their own arguments and perspectives.

Virtually all departments offer AP-level courses at Friends Academy. Not all students are ready for the rigors of an AP course; therefore *students who are interested in taking AP-level courses must meet the departmentally determined prerequisite requirements as outlined in the course of studies.*

AP course curricula require more homework, especially reading and writing, than normal Friends Academy courses. Thus, *no student is allowed to take more than four AP courses simultaneously, with the exception of AP courses in computer science.*

Students enrolled in an AP course are expected to prepare for and must take the AP exam in May. Scores on the exam are not automatically sent to prospective colleges and universities to which students are applying; however, teachers have the right to take into consideration an AP score that is lower than a 3 as a factor in weighing a final grade. It is expected then that signing on for an AP course is a commitment to do one's best for the entire course, including the exam. Students must give permission to the College Board to release exam grades to the schools they have selected. Many colleges and universities grant student credit, placement, or both for qualifying AP exam grades (not for the course grades).

Students will be informed in late winter about the date and registration procedures for an AP exam. More information about AP exams can be found on the web at www.collegeboard.com.

Beyond seven courses/credits, requests: If a student seeks to take more than seven full-time major courses or credits simultaneously, the student needs to approach their counselor and any required department chairs for additional approval, with required discussion with the student's college or academic counselor and parent/caregiver. Taking on more than seven major courses – rarely permitted – comes with an exemption from the two major assignment rule (i.e., students may have more than two major assignments in a day and be responsible for these if approved). Students may not take more than seven and a half credits of courses.

Quantitative and Qualitative Definition of Grades

A+ (97-100%)	Performance demonstrating excellent understanding and application of concepts, and high skill level, thorough assimilation of detail, originality of thought and keen insight into the subject.
A (93-96%)	
A- (90-92%)	
B+ (87-89%)	Performance demonstrating good understanding and application of concepts, good acquisition of skills, accurate application of details, and some original insight into the subject.
B (83-86%)	
B- (80-82%)	
C+ (77-79%)	Performance demonstrating basic understanding of the fundamental concepts of the subject and a consistent attempt to apply the details and skills taught. In spite of occasional conceptual misunderstanding, or flawed or incomplete knowledge, the performance indicates satisfactory preparation to advance to the next level.
C (73-76%)	
C- (70-72%)	
D (65-69%)	Performance demonstrating minimal understanding of the fundamental concepts and a partial acquisition of the details and skills taught.
F (below 65%)	Performance that fails to demonstrate understanding of the fundamental concepts of the subject and/or performance that indicates pronounced lack of knowledge or skill. Achievement is inadequate to allow the student to advance to the next level. Students with an F must complete a course again in some acceptable form.

INC A grade of INC (incomplete) is applied when work that has not been turned in by a student is deemed by the teacher to be an essential component for the grade. Students have two weeks from

the end of the grading period to complete the work. In the case of extenuating circumstances (extended illness, family emergency, etc.), the teacher and student, in consultation with the principal and department head, will determine the deadline for completing the work. No penalty would be applied in this case. In all other circumstances, the student is expected to complete work within one week of the end of the grading period. A penalty in grading will be applied. If a student does not complete the work within the expected time, a failing grade will be assigned to the missing work. An incomplete will remain on the transcript until the work is turned in. Once the work is turned in, the teacher will calculate the grade for the course and the incomplete will be changed. If by the end of the school year, the work has still not been turned in after two weeks, the student will receive an incomplete for the course and will not be able to return to Friends Academy for the following school year.

PAS Indicates a “passing” or “having participated” grade.

We do not rank in class, nor do we compute grade point averages.

Course Drop/Add Policy

Courses may be changed, dropped, or added in the first three weeks of the course for all courses. A Drop/Add Form must be submitted to the scheduler and signed by the teachers involved, advisor, parent, student, Academic Counselor, and the Director of College Counseling for seniors. Students may not attend a new class until the student is registered in the class in MyBackpack.

To drop/add a course, the student must pick up a Drop/Add Form from the College Counseling office or the Upper School office. The student must receive approval and signature from the Academic Counselor first, then the teacher of the course being dropped, teacher of the course being added, advisor, and parent. If the student is a senior, the same protocol should be followed; in addition, the Director or Associate Director of College Counseling must sign the form. The final decision regarding a drop/add rests with the Upper School Principal and/or Director of College Counseling.

If you are a senior and if we have already sent your mid-year transcript to colleges, a copy of the transcript reflecting the dropped course (with no credit awarded) and a letter from the Director of College Counseling indicating the reason for the drop may be sent to the colleges to which the student applied or received acceptance.

Grading Policy Regarding Dropped Course

A student who has remained in a course past the drop/add period and who is struggling, either because the student was new to Friends Academy and was misplaced or because the teacher feels the student will be better served in a less-strenuous course, should be encouraged to shift to an appropriate course no later than the midpoint of the first semester. If the student makes this move by this time, the grade in the current class will not be factored into the grade in the new course.

Should a student opt to remain in the course and then shift to another course after the midpoint, that grade will be averaged in with the grade in the new course based on the number of weeks in the course.

Denial of Course Credit

Students may not be awarded course credit in a class if they miss more than 20% of class time because of unexcused absences, tardiness, or early departures. Class attendance is taken on a period-by-period basis. The student and parents will receive a written warning notification prior to reaching the 20%. Under some extenuating circumstances (illness, leave), a student may pursue an alternative plan to make up for missed class time, subject to approval by the Principal.

Cum Laude

In order to recognize students who have achieved a distinguished academic record in their Upper School years, Friends Academy, which has had a Cum Laude Chapter since 1939, elects seniors to that national honor society each year at Fourth Day Honors.

In keeping with the directives of the Cum Laude Society, the Friends Academy Chapter chooses its student members on the basis of academic excellence alone. Distinguished performance in other areas, such as athletics, leadership, the fine and performing arts, is recognized in other ways.

As stated in the Cum Laude Society handbook, a Chapter “may elect not more than 20% of the senior class who have demonstrated academic excellence in the college preparatory curriculum.” The definition of what constitutes an honor record and the determination of how to select members is left to the discretion of the individual chapter. In the broadest sense, the Regents assume chapters will elect to membership “only students who have demonstrated good character, honor, and integrity in all aspects of their school life.”

Students elected to the Friends Academy Chapter of Cum Laude must have been students at Friends Academy for a period of at least three consecutive semesters.

Course Descriptions

English

Full-Year Courses (required)

- English 9 (Grade 9, required)
- Global Literature in English (Grade 10, required)
- American Literature (Grade 11, required)

Full-Year Courses, Seminars

- AP English Literature (with department recommendation and grade of A- or higher in Grade 11 English)
- AP Seminar (with teacher approval)
- AP Research (prerequisite: AP Seminar, teacher approval)
- Afro-Futurism and Magical Realism: Imagining Radical Futures

Fall Semester Courses (primarily for seniors)

- Creative Writing
- Crime Fiction
- The American City Seminar
- Journalism: Principles of Publication
- Reading Nature
- Writing Fellows (required course for selected Writing Fellows only, ¼ credit)

Spring Semester Courses (primarily for seniors)

- Nonviolence and Social Change
- Speech and Debate
- Sports: Literature, Media, and Theory
- Narrative and African American Identity
- Literature and the Apocalypse
- Writing Fellows (required course for selected Writing Fellows only, ¼ credit)

Note: The English Department purchases all editions of books required in English classes, except summer reading. We require students to own and annotate their own copies of texts because, as a department, we believe in the value of annotation as a tool of close textual analysis, and we recognize that this is a skill that students will need in order to succeed in high school and college courses and beyond.

FULL-YEAR REQUIRED COURSE DESCRIPTIONS

1010 English 9 (*Grade 9, Required*) English 9 focuses on improving students' critical thinking, close-reading, and writing skills. Through the study of a variety of genres – a novel, short stories, poems, a play, personal essays, investigative nonfiction, film, and graphic memoirs – students will explore themselves as well as the lives and circumstances of others. Writing will be taught to emphasize process, not just product, and students will write in three main modes: personal, persuasive, and literary analysis. Students should expect to receive regular feedback on their writing and a review of grammar rules. Students should also expect to write an argumentative research paper that familiarizes them with integrating and citing secondary sources according to MLA style. In this class, we will use literature and language to engender respect, compassion, and empathy for diverse human experiences. The Friends Academy English Department has deliberately chosen course texts that reflect a more contemporary, inclusive understanding of the literary canon, and in doing so, we strive to better live our Quaker values of equality and diversity. (1 credit)

1020 Global Literature in English (*Grade 10, Required*) We are, undeniably, global citizens. In the tenth grade English course, we strive to identify and understand the consequences of cultural intersections in order to engage with our own sense of global citizenship. Units are organized around many of the continents (Africa, Europe, Asia, South and North America) and will cover topics related to enlightenment, romanticism, the industrial revolution, the rise of nationalism, imperialism, decolonization, and globalization. We will aim to connect these ideas cross-culturally through the literature of these unique global literary traditions. We achieve this through written, spoken, and project-based assessments that require critical analysis, deep close reading, analytical writing, generous listening, and thoughtful and creative student-driven sharing of ideas. Students also learn to engage with scholarly works by beginning a two-year skills sequence focused on helping them see writing as the act of joining a conversation. We will deepen these fundamental skills while experiencing continuing revelation of our role as compassionate, empathetic members of the global community. As such, the Friends Academy English Department has deliberately chosen tenth grade course texts that reflect a more contemporary, inclusive understanding of the literary canon, and in doing so, we strive to better live our Quaker values of equality and diversity. (1 credit)

1210 American Literature (*Grade 11, Required*) In this course, we will be asking the epistemologically grounded question, "How do we know what we know about America?" Through a critical interdisciplinary approach, we will explore the ways America as a concept is constructed in the collective imagination as well as in our individual lives. Throughout the year, we will consider how social constructs shape American lives, what it means to be an American, and the role literature plays in grappling with American social justice issues. We will look at many different kinds of texts – written and visual – to help us answer our course's essential questions. For example, is the American Dream a myth or reality? How do Americans define themselves individually and collectively? Students will learn how to write essays that engage with literary criticism, closely read both historical

and fictional texts, make connections across texts and historical moments, discuss productively and openly with peers, and identify injustice and seek to act in ways to make change in the America around us. The Friends Academy English Department has deliberately chosen course texts that reflect a more contemporary, inclusive understanding of the literary canon, and in doing so, we strive to better live our Quaker values of equality and diversity. *(1 credit)*

FULL-YEAR SEMINAR COURSES

1044 AP Seminar (*Grade 11 or 12; Prerequisite: teacher approval*) AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. *(1 credit)*

1045 AP Research (*Grade 12; Prerequisites: AP Seminar, teacher approval*) This second course in the AP Capstone experience allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research. In AP Research, students cultivate the skills and discipline necessary to conduct independent research and inquiry in order to produce and defend their scholarly work. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. *(1 credit)*

1042 AP English Literature (*Grade 12; Prerequisites: A- in American Literature and departmental recommendation*) AP English Literature and Composition is a yearlong course designed to engage students in the careful reading and critical analysis of imaginative literature. The course requires intensive study and active reading, interpretation, and evaluation of a variety of texts by the students. Writing is also an integral part of this course. The goal of the writing assignments is to increase students' ability to explain clearly and cogently what they understand about literary works and why they interpret them as they do. The hope is that students will not only be well prepared for the AP exam in the spring but that they will also gain an appreciation of the value of literature in

their lives. Writers include Austen, Hemingway, Kingston, McCarthy, Hurston, Erdrich, and Shakespeare. Students who take this course are required to take the AP English Literature exam given in the spring. (1 credit)

Afro-Futurism and Magical Realism: Imagining Radical Futures (Grade 12) This course invites students to explore the transformative power of speculative fiction as a means of critiquing the present and envisioning alternative futures. Through the lenses of Afro-futurism and magical realism, students will examine how authors use science fiction and fantasy elements to address complex themes of identity, culture, power, history, and social justice. These genres serve as tools to imagine a world beyond the constraints of our current reality, asking “What if?” to explore possibilities for change. (1 credit)

SEMESTER SEMINAR COURSE DESCRIPTIONS

1088 Writing Fellows (Grades 11 and 12, Required for participants in the Writing Fellows Program) After an intensive two-day training program, junior and senior Writing Fellows (who are selected through a competitive application process conducted in the spring) serve the Upper School by staffing the Writing Center for at least one block per eight-day cycle. (Fall and Spring, ¼ credit, P/F)

1035 The American City Seminar [New York] (Grade 12) The American City Seminar is a semester-long elective course that investigates the nature of place in the American imagination. Each year, the seminar will focus on a new American city, promoting attention to the local as a way to access the global in our ever-changing world. With a critical interdisciplinary approach, students will conduct research throughout the year on topics that range from literary criticism to food studies to critical geography before traveling as a group to an American city for fieldwork, service, and experiential learning. Guided by a student-centered and inquiry-driven approach, we will work to connect with each other and our larger American community as we investigate the ways we shape our cities – and the ways our cities shape us. For the 2025-2026 school year, we will explore New York City. Possible texts include Rebecca Solnit’s *Nonstop Metropolis* and James Baldwin’s *If Beale Street Could Talk*. (Fall, ½ credit)

1090 Creative Writing (Grade 12) This course will divide its time between two genres of creative writing: fiction and poetry. While studying fiction, there will be an emphasis on the many elements of storytelling, including character, plot, point of view, setting, and theme. We will spend the latter half of the course covering basic poetic elements, such as prosody, meter, form, and figurative language. Through peer workshops, take-home writing assignments, and in-class exercises, we will learn the fundamentals of creative writing. Grading will be based on attendance, class participation, and out-of-class writing assignments, including craft exercises, short stories, and poems. Ultimately, a finished body of polished work will be collected in the form of a final portfolio. The ultimate goal of the class is to serve as a foundation for continued exploration of creative writing. (Fall, ½ credit)

1032 Narrative and African American Identity (*Grade 12*) This course examines the role that narrative has played in shaping the African American experience from the 19th century to the present. Works by fugitive slaves such as Frederick Douglass, Henry Bibb, and William and Ellen Craft are paired with memoirs and novels by Danzy Senna, W.E.B. Du Bois, bell hooks, and others. Discussion and writing will focus on analyzing the voices of African Americans from the perspective of using narration as an expression of self-determination. (*Spring, ½ credit*)

1064 Speech and Debate (*Grade 12*) This course explores a wide variety and range of public speaking skills, including extemporaneous speaking, declamation and original oratory. Additionally, students are introduced to basic researching, argumentation, questioning, and rebuttal skills through a variety and range of debate disciplines, including Congressional Debate, Public Forum Debate, and the basics of philosophy for Lincoln-Douglas Debate. Skill focus includes the development of techniques in diction, articulation, enunciation, and projection. Students create and deliver orations, write arguments, and evaluate performances. In addition, the course begins with a unit covering important interviewing skills, including résumé and cover letter writing, preparation for the interview, and competent and professional conduct during the interview itself. Students participate in a simulated interview with an independent interviewer, and the “position” is awarded to “the successful applicant,” complete with a job offer letter. (*Spring, ½ credit*)

1095 Crime Fiction (*Grade 12*) The aim of this semester-long elective is to read and discuss crime literature focusing on the detective. We will examine the detective as a representation of the social, moral, cultural, and ideological imperatives of the time and geographical setting of the particular novel. We will trace through the golden age of British detective fiction to the hard-boiled American post-war novels to the contemporary police procedural novels, and will analyze how the evolving characterization of the detective reflects the society in which they operated. We will also look closely at the psychological elements of detecting: methods of solving the classic whodunit, such as ratiocination, method, logic, induction, and deduction. We will also turn the mirror onto ourselves and examine what the evolving crime fiction tells about our own society and its preoccupations and concerns. (*Fall, ½ credit*)

1037 Literature and the Apocalypse (*Grade 12*) Our contemporary world is full of apocalypses large and small, and these have been popularized through very well-known forms of entertainment. *The Day After Tomorrow*, *Divergent*, *The Handmaid’s Tale*, and *V for Vendetta* have popularized (and glamorized) the post-apocalyptic future, but what would happen if you were placed in the middle of one – at the intersection of free will, fate, and governmental control? How can one find a place to be an agent of change, or at the very least create modes of survival, in these restrictive conditions? This course will look at post-apocalyptic literature with the goal of deciphering how humans react and adapt to sudden changes in social, economic, personal, and political structures. If the word “apocalypse” comes from the Greek word “apocalypsis” (“to uncover/unveil”), what is uncovered and unveiled about us during these times? We will also aim to catalog and archive our responses to these questions through robust written textual analyses and creative world-building. This archive will

serve as a multimedia time capsule of our course of study and, in turn, be useful to future generations of students. Through the analysis of novels, short stories, and brief academic articles – in addition to art, film, and music – the hope is that students will be able to enhance and engage with their own understanding of their place in the world. Potential texts include Kurt Vonnegut's *Cat's Cradle*; Emily St. John Mandel's *Station Eleven*; Octavia Butler's *Parable of the Sower*; Colson Whitehead's *Zone One*; Ling Ma's *Severance*. (Spring, ½ credit)

1033 Nonviolence and Social Change (Grade 12) Students in this semester-long course will study a variety of key voices and different methods supporting nonviolence and social change in modern history. The course explores the discernment process that often prompts these movements and examines how pacifism can be a tool to challenge injustice. The course will begin with reading texts that have served as inspiration for rejecting violence on moral principles. Students will examine the work of Mohandas Gandhi and the Salt March, Susan B. Anthony and women's suffrage, Ruth Fry and the Friends War Victims Relief Committee (FWVRC), Martin Luther King Jr. and civil rights, Cesar Chavez and the United Farm Workers, the Dalai Lama and a democratic constitution in Tibet, Desmond Tutu and the end of Apartheid, as well as more contemporary efforts to prompt social change. Students will examine key moments in the Civil Rights Movement, learn about the philosophy of nonviolent resistance, and analyze the contributions of activists who have shaped American history. Through a mix of historical analysis, literary studies, and project-based learning, students will deepen their understanding of activism as a powerful tool for change while developing empathy, critical thinking, and civic responsibility. (Spring, ½ credit)

1061 Journalism: Principles of Publication (Grade 12) Citizens receive news from a wide variety of sources today: from the Times to TikTok, Instagram to the Independent, reputable to disreputable. The difference between what constitutes real news and fake news largely depends upon the practice and principles of the writer and organization publishing the news you've just read. This course will aim to familiarize students with the process of producing a piece of news journalism from initial idea, reporting, and writing, all the way to collaborative editing and final publication. In order to do this, students will be reading and analyzing current events in a critical way to better understand not just what a final piece of journalistic writing looks like but also how the writing itself can shape the ways in which people think about the world. Units will "travel" through different sections of the newspaper (e.g., world, local, sports, arts/entertainment, business, opinion) to give students the opportunity to find their own niche and voice in their writing. The course will culminate in a longform, reporting-driven piece of journalism. Opportunities will abound for students to publish in both digital (web) and physical media. Friends Academy already has a built-in platform for student voices, our Inkwell committee, so students who are actively involved in the publication are encouraged to seek out this course. (Fall, ½ credit)

1063 Sports: Literature, Media, and Theory (Grade 12) Why is America the only nation in which college athletics are a billion dollar industry? Professional, amateur, even high school – we love sports here, and we love our sports stars. But what does that say about us? In this course, we will

examine classic novels, essays, and films about sports, alongside mainstream media's coverage of sports, to better understand the roots of our cultural fascination. Some texts may include the 2026 Super Bowl, *Billy Lynn's Long Halftime Walk*, *Marshaun Lynch: A History*, *Raging Bull*, and *A League of Their Own*, as well as shorter works by David Foster Wallace, Melissa Faliveno, Haruki Murakami, John McPhee, and Chuck Klosterman. Students will be expected to write essays, give presentations, and learn to see the world around them – with a particular focus on how sport intersects with other critical fields – as a text worthy of analysis. *(Spring, ½ credit)*

Reading Nature (Grade 12) In this semester-long course, students will examine our relationship with the natural world. Through readings of natural history, environmental arguments, essays, poetry, and fiction, students will explore how the written word and our interaction with nature are inextricably linked. Students will engage in analysis of writing and arguments as well as the construction of their own texts, both in argumentative and creative forms. The course will also involve research elements and inquiry components, with a focus on careful observation as well as traditional text-based research. Students will frequently spend class outside on campus, making intentional use of our Forest School space. Over the course of the semester, students will keep a nature journal, which will include scientific observations, diagrams and sketches, and reflective and creative writing. This will serve as the basis for a major project that will involve sharing a deeper understanding of our natural setting with the community at large. *(Fall, ½ credit)*

History and Social Studies

Full-Year Courses

- Foundations of History (Grade 9, required)
- Global Interactions (Grade 10, required)
- United States History or AP United States History (Grade 11, required)
- Honors Art History
- AP Government and Politics: United States
- AP European History
- AP African American Studies
- Introduction to Economics

Fall Semester Courses

- Honors International Relations
- AP Microeconomics
- Resistance, Rebellion and Revolution: Comparing Different Pathways to Change

Spring Semester Courses

- Herstory: Women in the World, Past and Present
- AP Macroeconomics
- Baseball in America

FULL-YEAR COURSE DESCRIPTIONS

5220 Foundations of History (*Grade 9, Required*) Students will engage in inquiry-based learning, diving into the histories of societies across the globe from the medieval to early modern periods. Common themes unify our investigation and present the opportunity to compare the histories of a range of different cultural groups. Studies are focused around essential questions that relate to core overarching themes of culture, government, and economics and will be truly global in content, inclusive in scope, and culturally responsive in practice. Classrooms will be doing the work of historians, developing an understanding of concepts and key ideas through probing and analyzing primary and secondary sources (including exciting and contemporary research) and evaluating arguments, claims, and beliefs while framing questions and drawing evidence-based conclusions. The course will offer the opportunity for students to articulate thoughts and ideas effectively using oral and written skills in a variety of project-based assessments, culminating in a year-end research paper that will further an ongoing scholarly conversation. (1 credit)

5230 Global Interactions (*Grade 10, Required*) Continuing our investigation of global history, we analyze and extend this global approach to the 'long' 19th century through intellectual, social, cultural, political, and economic lenses. We explore industrialization, the imperialist impulse it bore, and the corresponding struggles of the working classes, colonized masses, and their strident forms

of resistance and calls for equality. The concept of nationalism is explored in depth as the 20th century erupts into world war, revolution, and independence movements, allowing students to tussle with corresponding primary and secondary sources. Semester Two examines the disintegration and the slide toward totalitarianism in Europe and Asia, the global nature of the Cold War, and the fallout of colonialism and the end of the old world order. Mao Zedong's Great Leap Forward and China's Cultural Revolution, the Iranian Revolution, and the struggle for racial equality and democracy in South Africa will be explored in depth. Through this curriculum, students will develop a desire to understand the modern global era both as a product of history and as a structure with contemporary relevance. The project-based learning imperative continues with an emphasis on practice argumentative writing, causal analysis, primary source analysis, and independent research. The year will culminate in the latter, with students fully engaged in the research process completing an annotated bibliography of relevant scholarly sources, followed by an outline and rough draft. Teacher guidance and feedback will inform the development of the project at each stage before students submit their final research paper (1 credit)

5020 United States History (Grade 11, *Fulfills U.S. History requirement*) This survey of the history of the United States combines a chronological study with a thematic one, focusing on the notion of freedom and democracy, with a "freedom focus" for each unit of study. Here, the summative assessment for each unit focus on one particular demographic group or groups in American history, with students having to evaluate how the content studied affected that group in particular, and using that history to answer contemporary questions about that group. The interesting part of American history is in the wrinkles, in the gaps between lofty goals and hard realities - a land colonized by religiously motivated Europeans' desire to build a "city on a hill" at the expense of the very existence of an indigenous population, a nation built as a project of the Enlightenment, yet its founders ensured the survival of slavery in its near deified constitution. A country torn asunder by a civil war over the continuance of the original sin of slavery, yet in the peace that came afterward did little to avoid the continuance of systems that continued to oppress African Americans both legally and violently for another century. More recently, a global role as the bastion of freedom and democracy against ideological tyranny, whilst supporting anti democratic leaders who sided with us against the Soviet Union. Students will explore this rich tapestry of American history, gain insights into the nature of the American experiment and the ongoing quest for a more perfect union. We want students to engage in an inquiry that establishes the thematic emphasis by asking them to think critically about what democracy and freedom mean historically, and in the present, so that we teach the history of the United States in a way that is authentic and meaningful. (1 credit)

5041 AP United States History (Grade 11, *Fulfills U.S. History requirement; Prerequisites: Minimum course grade of A- in Grade 10 History and departmental approval*) This college-level course surveys American history from the pre-Columbian era through the 1980s. Students engage in a sophisticated analysis of primary and secondary sources that interweave developments in politics, society, culture, economics, and technology. They connect historical content to themes of national identity and the role of the United States in the world. Class discussions and assessments

emphasize substantive and constructive historical argumentation. Students are required to complete a summer assignment prior to the first class of the school year, and they are required to take the AP United States History exam in the spring. The year culminates in a research paper drawn from core content of the course and the major unifying themes of American history. (1 credit)

5094 AP Government and Politics: United States (Grades 11-12; Prerequisites: Minimum course grade of A- in previous year's history course or minimum course grade of B+ in AP U.S. History. Teacher recommendations are helpful, if requested. Application required if this is a 6th course.) This year-long course combines the curriculum of the AP U.S. Government and Politics course with a project-based learning component to help facilitate a deeper understanding of the material. Students will analyze and critically evaluate foundational theories and concepts of American democracy and apply these to contemporary U.S. government institutions and political/ideological trends. College-level discussion skills and close reading of several primary documents are required. Several large projects interspersed throughout the year will allow students to build their knowledge and skills through sustained investigation of complex, real-world problems. Students must take the AP U.S. Government and Politics exam at the conclusion of the course. (1 credit)

5090 AP European History (Grades 10-12; Prerequisites for Grades 11 and 12: Minimum course grade of A - in previous year's history course or minimum course grade of B+ in AP U.S. History. Prerequisites for Grade 10: Minimum course grade of A in previous year's history class and written application for approval) This college-level course will offer an in-depth exploration of the history of Europe from the Renaissance to the present. It will engage in sophisticated analysis of primary and secondary sources that interweave intellectual, cultural, political, diplomatic, social, and economic history. Students will develop a firm grasp of chronology, geography, and major events. Just as important are the stories they will learn about European history. Each era has its own characters and plot, its own set of interpretations, and its own messages for our times. In addition to providing historical content, this course will give students the opportunity to develop skills as historians. Assignments will emphasize efficient reading and note-taking, analysis of historical evidence and interpretation, and clear and thoughtful writing. Students in this course will be required to take the AP European History exam in the spring. (1 credit)

5097 AP African American Studies (Prerequisites for Grades 11-12. Minimum course grade of A - in previous year's history course or minimum course grade of B+ in AP U.S. History) AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora. (1 credit)

5031 Honors Art History (Grades 10-12) In this course, students will examine and critically analyze major forms of artistic expression throughout history from a variety of cultures. The course curriculum will focus on art history, starting with prehistoric and ancient Mediterranean art; art of the Middle Ages; and then art of Asia, Africa, and the Americas, before exploring art of the Renaissance, Romanticism, and experiments in Modern art. Students will learn how to analyze a work of art visually while developing an understanding of how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works within major time periods. The aim of the course is to help students develop knowledge and understanding of diverse historical, social, and cultural contexts of architecture, sculpture, painting, and other media. Students will consider the meaning implied by the subject and style of art forms, as well as the impact that art has on our lives. Students will be assessed through regular written assignments, unit tests, and short research papers. (1 credit)

Introduction to Economics (Grades 11, 12) This course will teach students the economic decision-making skills and foundational concepts that will assist them in becoming economically literate citizens. The course will provide students with an introduction to both micro and macroeconomic concepts, including the role of scarcity and opportunity costs, the laws of supply and demand, measures of economic growth and development, the role of government in the economy, fiscal and monetary policy, and globalization. Students will learn the concepts by investigating a variety of current economic issues at the local, national, and global level. On completion of this course, students will be able to participate in the economy on a personal basis and will consider their choices as consumers. (1 credit)

FALL SEMESTER ELECTIVE COURSE DESCRIPTIONS

5818 AP Microeconomics (Grades 11-12; Prerequisites: (All students must also be enrolled in AP Macroeconomics in Semester 2. All juniors must have completed or be enrolled in Honors Differential Calculus or AP Calculus AB/BC. Seniors who have not met this requirement will find the course extremely challenging. ½ credit for one semester.) This one-semester course is designed to promote the student's understanding of the economic principles involving the individual decision-makers within the economic system. Primary emphasis is placed on the interactions of producers and consumers in product and resource markets. Analysis is an integral part of this course, and students will be expected to make narrative as well as graphical analyses of topics throughout the course. Students will also be expected to maintain current knowledge of microeconomics topics as we proceed through the course by monitoring current periodicals. At the conclusion of the course, the student will be expected to take the AP Microeconomics exam.

5073 Honors International Relations (Grades 10-12; Prerequisite: A- Required in previous year's history course) In this college-level global studies elective, students will develop a deep understanding of the

core theories of international relations and apply those theories to present-day issues. Areas of study include the causes of war, nuclear proliferation, terrorism, cybersecurity, international economic policy, humanitarian intervention, and the viability of international organizations such as the United Nations. During the first semester, the class will primarily be driven by interactive lectures with the occasional simulation. During the second semester, the class will slowly shift to a more student-centered approach as students practice arguing different points of view on competing theories while working with sources drawn from the media, policy institutes, and academic journals. (*½ credit for one semester*)

Resistance, Rebellion and Revolution: Comparing Different Pathways to Change (Grades 10 -12)

In this elective, students will explore the strategies and impact of social and political movements, nonviolent direct actions, and revolutions throughout history. Through examining case studies such as Gandhi's nonviolent campaign for Indian independence, the Haitian and Cuban Revolutions, the South African anti-apartheid struggle, the abolitionist movement (including the role of the Quakers), the Civil Rights Movement, and modern movements like Black Lives Matter and #MeToo, students will analyze the effectiveness and ethical implications of different approaches to resistance. As a culminating project, students will identify an issue in their community, society or world at large that they are passionate about and collaborate to design a strategic plan for collective action, incorporating insights from both historical and contemporary movements.

SPRING SEMESTER ELECTIVE COURSE DESCRIPTIONS

5096 Herstory: Women in the World, Past and Present (Grades 10-12) Gender is an integral part of people's identities, relationships, and the way that power is distributed in societies. Our understanding of the past is transformed when we consider it from the perspective of gender. This course takes a global approach to women's history and the concept of gender, starting with a historical analysis of how defining gender roles (both men and women) has changed across time and space from around 1700 to the present. Students will examine the activism and contributions of diverse groups of women in both American history and world history, and will also explore comparative issues and global forces (migration, colonialism, war, diffusion) that impact women's lives and change the way that gender roles are defined. Instruction will be discussion-based, focusing on analyzing a variety of sources, including literature and art, to illuminate the role that gender plays in our understanding of past and current issues, including work, culture, empires, violence, revolutions, war, and activism. Students will also conduct research on a topic of choice that focuses on the different forms of gender inequalities that exist globally in the present. (*Spring, ½ credit*)

5819 AP Macroeconomics (*All students must have completed AP Microeconomics.*) AP

Macroeconomics is a one-semester course designed to promote the student's understanding of the economic system as a whole. Primary emphasis is placed on the business cycle, international trade,

and the impact of both fiscal and monetary policies. Quantitative analysis is an integral part of this course, and students will be expected to make narrative as well as graphical analyses of topics throughout the course. Students will also be expected to maintain current knowledge of macroeconomics topics as we proceed through the course by monitoring current periodicals. At the conclusion of the course, the student will be expected to take the AP Macroeconomics exam. (*½ credit for one semester*)

Mathematics

Full-Year Courses

- Algebra I
- Geometry with Integrated Algebra
- Honors Geometry with Integrated Algebra
- Algebra II
- Algebra II and Trigonometry
- Honors Algebra II and Trigonometry
- Precalculus
- Advanced Precalculus with Limits
- Calculus
- Honors Differential Calculus
- AP Calculus AB
- AP Calculus BC
- Applied Statistics
- AP Statistics

Semester ½-Credit Courses

- Linear Algebra
- Multivariable Calculus

FULL-YEAR COURSE DESCRIPTIONS

2073 Algebra I This is the first of a three-year math sequence that spirals the major topics of the Upper School curriculum. The emphasis is on algebra, particularly operations on numbers, including radicals, rationalizing, and algebraic expressions; solving and graphing linear and quadratic equations and inequalities; and factoring. Part of the course is also devoted to the introduction of topics in geometry. Definitions and theorems are introduced and investigated without proof. (1 credit)

2074 Geometry with Integrated Algebra (*Prerequisite: Algebra I or equivalent*) The second year of the three-year sequence continues and extends topics in algebra. The cornerstone of this course is the study of geometry with the introduction of the formal geometric proof. Algebra is reviewed and frequently incorporated. Geometric topics include congruence and similarity of triangles, quadrilaterals, right triangles, trigonometry, coordinate geometry, and three-dimensional figures. (1 credit)

2075 Honors Geometry with Integrated Algebra (*Prerequisite: teacher recommendation and department head's approval*) This course covers the topics in Geometry with Integrated Algebra in greater depth and at a faster pace. A significant amount of time is spent on proofs, including

coordinate geometry proofs. Throughout the course, students are encouraged to think creatively and inquisitively work through challenging problems. (1 credit)

2072 Algebra II (Prerequisite: *Geometry or equivalent*) The third course in the three-year sequence carefully reviews and expands on basic algebra concepts, such as exponent properties, rational expressions, equations, and inequalities. The unifying concept of the function is introduced, emphasizing both algebraic and graphical representations and functional relationships while supporting and growing students' algebraic foundation. This concept is developed through the exploration of exponential, logarithmic functions and an introduction to trigonometric functions. Probability and statistics are also introduced. (1 credit)

2076 Algebra II and Trigonometry (Prerequisite: *B- in Geometry or equivalent*) The third course in the three-year sequence reviews and expands on basic algebra concepts, such as exponent properties, rational expressions, equations, and inequalities. The unifying concept of the function is introduced, emphasizing both algebraic and graphical representations and functional relationships. This concept is developed through the exploration of exponential, logarithmic functions and trigonometric functions. Analytical trigonometry is also introduced, as well as probability and statistics. (1 credit)

2077 Honors Algebra II and Trigonometry (Prerequisite: *B in Honors Geometry and department approval*) This course covers the topics in Algebra II and Trigonometry in greater depth and at a faster pace. Additional topics traditionally found in precalculus are covered, including exponential growth and decay models, arithmetic and geometric sequences, parametric equations, graphs of tangent and the reciprocal trig functions, and various trigonometric identities. (1 credit)

2120 Advanced Precalculus with Limits (Prerequisite: *B in Algebra II and Trigonometry and pass the final exam or equivalent*) This is an intensive calculus preparatory course, taken as an elective, but strongly recommended to students who have done well in Algebra II and Trigonometry. For students enrolling in this course, it is recommended that they have passed the final exam and earned at least a B for the year in Algebra II and Trigonometry; if not, they should take Precalculus in lieu of Advanced Precalculus with Limits. The primary focus of the course is the study of functions in detail, with particular emphasis on polynomial, rational, trigonometric, exponential, and logarithmic functions. The final term includes preparation for calculus with an introduction to the concepts of limit and derivative. In addition to being offered as a year-long course, Advanced Precalculus with Limits is also offered as a summer course for strong juniors looking to enter calculus in their senior year. (1 credit)

2122 Precalculus (Prerequisite: *Algebra II and Trigonometry or Algebra II*) This course is designed to develop an understanding of topics that are fundamental to the study of Calculus. Major topics of study include exponential and logarithmic functions, algebraic equations and expressions, polynomials, simplifying and graphing rational functions, linear and quadratic expressions and equations, factoring, binomial theorem, sequences, and series. Emphasis is placed on the analysis of trigonometric functions in various representations, ratios, identities, equations, proofs, and

graphing. There is an introduction to the use of the graphing calculator. (1 credit)

2130 Calculus (Grade 12; Prerequisites: Precalculus or Advanced Precalculus with Limits, and department-approval) This course introduces the basic concepts of differential and integral calculus. It covers the derivative, the integral, and applications. The course is intended for students who wish to learn calculus but not necessarily prepare for the AP Calculus test. There may be a review of basic topics in Precalculus as needed for the development of the course. (1 credit)

2224 Applied Statistics (Prerequisite: Algebra II or Algebra II and Trigonometry) This full-year elective is the equivalent of a college introductory statistics course. In this course, students will learn about methods of collecting, displaying, and comparing data and the uses and limitations of each. They will also cover probability, data distributions, confidence intervals, and hypothesis testing. They will have the opportunity to conduct their own research on topics of interest to them. Students in Applied Statistics are required to have a TI-84 Plus graphing calculator. (1 credit)

2221 AP Statistics (Prerequisites: Algebra II and Trigonometry or Honors Geometry and department approval, minimum grade of A- in current math course, and B+ in current English is recommended) This course focuses on data analysis and statistical reasoning. Students will gain understanding of the main ideas of statistics and the skills needed to work with data. A large emphasis is placed on making conclusions based on mathematical results and then communicating those results in clear, concise sentences that can easily be understood by non-statisticians. Simulation techniques are used along with the graphing and computational capability of the TI-83/84. Topics include normal and binomial distribution, linear regression, probability, designing experiments, and inference. Students will be prepared to take the AP Statistics exam. (1 credit)

2172 AP Calculus AB (Prerequisites: A in Advanced Precalculus with Limits and departmental recommendation) This college-level course introduces the basic concepts of the differential and integral calculus, including the derivative, the integral, and applications. This course covers the content of a one-semester college calculus course for beginners. A strong mathematics background and a high level of motivation are essential for success in this course. Students in this course are required to take the AP Calculus AB exam in the spring. (1 credit)

2140 Honors Differential Calculus (Prerequisites: teacher recommendation from Honors Algebra II and Trigonometry or A+ in Algebra II and Trigonometry with enrichment and department-approval) This intensive introduction to Calculus completes the Precalculus course and covers limits and derivatives from the AP Calculus AB course. The semester one focus of the course is an exploration of limits and basic derivatives as well as an introduction to the applications of derivatives. The second semester continues this intensive preparation for AP Calculus BC with a focus on applications of derivatives in transcendental, parametric, and polar functions, as well as foundational work to prepare for the study of integrals in AP Calculus BC. (1 credit)

2150 AP Calculus BC (*Prerequisites: B+ in Honors Differential Calculus and teacher recommendation*) This is an intensive calculus course that prepares students to take the AP Calculus BC exam at the end of the year. Students are introduced to the basic concepts of derivatives in Honors Differential Calculus, and as such this course begins with integration and its applications. Other content includes topics in differential equations, differential and integral calculus for parametric and polar curves as well as an extensive exploration of Taylor Series. Students are required to take the AP Calculus BC level exam in the spring. (1 credit each year)

SEMESTER COURSE DESCRIPTIONS

2116 Linear Algebra (*Prerequisite: departmental approval*) This one-semester course builds upon and seeks to extend basic algebraic skills. Topics include matrices and their application to solving systems of linear equations, vector spaces, and linear transformations. This course is now a necessary tool, not only for advanced work in mathematics, but also for the physical sciences, economics, and other social sciences. (One semester, ½ credit)

2173 Multivariable Calculus (*Prerequisites: A- in Honors Differential Calculus, enrollment or completion of AP Calculus BC and completion of Linear Algebra*) This one-semester course is the extension of calculus of a single variable to that of multiple variables in 3-space and beyond. The course is designed to be taken with or after Calculus BC. Topics include an introduction to 3-space, vector-valued functions, partial derivatives, and multiple integrals and applications. The course is open only to twelfth graders. (One semester, ½ credit)

In keeping with Friends Academy's commitment to meeting the needs of every student, the Mathematics Department offers a robust enrichment program for all math students. The purpose of this enrichment is to provide students with opportunities to tackle non-routine problems, participate in competitions, and complete independent research in STEM fields. While all students are encouraged to participate in enrichment, it is highly recommended for students looking for an extra challenge or who are interested in entering an honors math pathway.

Science

Full-Year Courses (required)

- Biology
- Two additional years of a lab science (Chemistry and Physics expected)

Full-Year Courses

- Biology
- Chemistry
- Honors Chemistry
- Physics
- Honors Physics
- AP Biology
- AP Chemistry
- AP Environmental Science
- AP Physics I: Algebra-Based
- AP Physics II: Algebra-Based
- AP Physics C
- AP Psychology
- Marine Biology
- Forensic Science
- Human Anatomy and Physiology (not offered in 2025-26)

Fall Semester Courses

- Organic Chemistry

Spring Semester Course

- The Physics of the Big and Small: Cosmology and Quantum Mechanics

Minor Elective Year-Long Courses

- Science Research: DNA Barcoding
- Independent Advanced Science Research: DNA Barcoding

FULL-YEAR COURSE DESCRIPTIONS

3031 Biology (*Grade 9, Required*) This course is for ninth grade students who have not previously taken a yearlong course of the equivalent of High School/Regents level Biology. The course provides a foundation for further coursework in Biology in the department, including AP Biology, AP Environmental Science, and life-science electives. Each unit will be lab-based, with featured model organisms used for study and experimentation with the themes and content of the unit. Integrated into each unit will be research skills, as students develop testable questions, design experiments, and analyze their data. The topics that will be studied in depth include cells, molecules, energy,

heredity, and molecular genetics. Assessments will include performance- and presentation-based opportunities, in addition to traditional tests. (1 credit)

3040 Chemistry (Grade 9-10; Prerequisite: High School/Regents Level Biology) The chemical concepts covered in this course are equivalent to what is encountered in a typical first-year high school course, such as measurements, properties, atomic theory, bonding, reactions, solutions, and energy. The goals of the course are to develop an understanding of chemistry, cultivate problem-solving skills, apply chemical knowledge to decision-making, recognize the importance of chemistry to everyday life, and understand the benefits as well as limitations of science and technology. (1 credit)

3041 Honors Chemistry (Grade 9-10; Prerequisites: A in High School/Regents Level Biology and an A+ in Geometry or B in Honors Geometry) This course is a comprehensive introduction to chemistry, including atomic structure, stoichiometry, states of matter, molecular structure, thermodynamics, equilibrium, acids and bases, introductory organic chemistry, and kinetics. Topics will parallel the Pre-AP Chemistry course but not to the same depth. The course requires a strong mathematical background and ability and is preparation for future work in science. (1 credit)

3049 Physics (Grades 10-12; Prerequisite: Biology and Chemistry) This course covers the traditional areas of mechanics, waves, optics, electricity, electromagnetism, and topics in modern physics. Considerable attention is given to the development of problem-solving techniques. Students are expected to complete assigned problems; contribute to class discussions; and demonstrate their learning through tests, quizzes, and laboratory exercises. (1 credit)

3047 Honors Physics (Grades 10-12; Prerequisites: A in Chemistry or B in Honors Chemistry, or enrollment in Pre-AP Chemistry; A- in Algebra II and Trigonometry or B in Honors Algebra II and Trigonometry) This course covers the traditional areas of mechanics, waves, optics, electricity, electromagnetism, and topics in modern physics. Students will routinely employ algebra, geometry, and trigonometry while developing problem-solving techniques. Students are expected to complete assigned problems; contribute to class discussions; and demonstrate their learning through tests, quizzes, and lab exercises. (1 credit)

3045 AP Physics I: Algebra-Based (Grades 10-12; Prerequisites: A- in Honors Chemistry or B in Pre-AP Chemistry; A in Algebra II and Trigonometry or B in Honors Algebra II and Trigonometry) Students in AP Physics I can expect to construct and employ graphical and mathematical models while developing knowledge of physics concepts and solving physics problems. Trigonometry, systems-of-equations, and symbolic reasoning are commonly required. Students often need to explain their reasoning in prose. Designing and describing laboratory investigations can also be expected. (1 credit)

3046 AP Physics II: Algebra-Based (Grade 12; Prerequisites: A- in AP Physics I or A in Honors Physics, enrollment in Precalculus or higher) This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and

magnetism, optics, and atomic and nuclear physics. Since it is expected that students in AP Physics II have experienced success in AP Physics I or Honors Physics, it is also expected that they enjoy solving physics problems. As in AP Physics I, graphical and mathematical models that include trigonometry, systems-of-equations, and symbolic reasoning are routinely employed. Writing to describe reasoning and experimental methods is also a common course element. (1 credit)

3050 AP Physics C (Grade 12; Prerequisites: A in AP Physics I and enrollment in an AP Calculus course) AP Physics C is a second-year physics course for highly motivated seniors who have experienced success in AP Physics I and Precalculus or Calculus. This course is the equivalent of two semester courses of calculus-based, university-level physics for scientists and engineers. Differential and integral calculus is applied from day one. The course covers mechanics in one semester and electricity and magnetism in the other. It builds upon topics first explored in AP Physics I and has the same emphasis on problem-solving and lab work. AP Physics C is rigorous, and students can expect to spend an hour each day working problems. Students are expected to take both AP Physics C exams at the end of the year. (1 credit)

3080 AP Biology (Grades 11-12; Suggested grades for success in the course: A- in Biology, A- in Chemistry, or B in Honors Chemistry. Students electing to take this course must have completed Physics or are expected to take it concurrently.) This course is an exciting and fast-paced equivalent of a two-semester college introductory biology course. It is based on four biology "big ideas" (evolution, energy and homeostasis, information transfer, and interactions of biological systems) while also allowing for a deep dive into a molecular-level understanding of living organisms and biological systems. The majority of class time is spent actively working with the practices of science, including questioning, planning and carrying out investigations, analyzing and interpreting data, modeling, constructing explanations, and arguing from evidence. Upon completion of the course, students should have the conceptual framework, factual knowledge, and analytical skills necessary to make sense of the rapidly changing science of biology and be ready for advanced study of the discipline in college. Students will be expected to take the AP Biology exam in the spring. (1 credit)

3048 AP Chemistry (Grades 10 or 11; Prerequisite: Pre-AP Chemistry enrollment. Students electing to take this course in Grade 11 must take a physics course concurrently.) This course explores the topics from the first year of chemistry in greater detail and sophistication. A thorough grasp of the first year material is essential to succeed in AP Chemistry. Topics include the atomic nature of matter, reactions and stoichiometry, gas laws, atomic structure and periodicity, bonding, intermolecular forces, thermochemistry, kinetics, equilibrium, redox, electrochemistry, and acids and bases. Students will be required to take the AP Chemistry exam in the spring. (1 credit)

3110 AP Psychology (Grade 12; Prerequisites: B in Biology and Chemistry and B+ in Grade 11 English) The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other organisms. Students will read about and be exposed to psychological principles related to the world around them. Students will critically

analyze theories associated with each major subfield of psychology. Writing will be an important part of this course. This year-long course will be divided into nine units: scientific foundations of psychology, biological bases of behavior, sensation/perception, learning, cognitive psychology, developmental psychology, motivation/emotion, clinical psychology, and social psychology. Students will be required to take the AP Psychology exam in the spring. (1 credit)

3025 AP Environmental Science (Grades 10-12; Prerequisite: A- in Biology, A in Chemistry, or B+ in Honors Chemistry) This course is designed to be the equivalent of a one-semester introductory college course in environmental science and is taught as a project-based course. The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Although environmental science is interdisciplinary, there are several major unifying constructs or themes studied that cut across the many topics included in the study of environmental science. Students engage in mathematical problem-solving in every course unit, and successful students dedicate a significant time commitment to self-study. Students will be required to take the AP Environmental Science exam in the spring. (1 credit)

3085 Marine Biology (Grades 11-12) This course will examine the abiotic and biotic factors that determine the influence and distribution of marine organisms, particularly in local habitats. Students will be able to make observations, collect samples, and analyze data through extensive field experience from nearby Oyster Bay and other beaches. Through lectures, discussions, laboratories, dissections, projects, and field work, students will gain the ability to think logically, analytically, and independently to be able to communicate clearly and effectively, both orally and in writing. Topics will introduce students to simple organisms such as marine microbes and will progress through lower- and higher-order invertebrates, continuing with cartilaginous and bony fish, marine reptiles, birds, and mammals. There will be a heavy emphasis on how humans are impacting different marine ecosystems and what methods can be imposed that will encourage sustainability. (1 credit)

3101 Human Anatomy and Physiology (Grades 11-12) This course will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities, projects, dissections, textbook material, models, diagrams, journal writings, and clinical studies. (Full year, 1 credit, offered in alternating years with Forensic Science, not offered in 2025-26)

3121 Forensic Science (Grades 11-12) This course will focus on techniques and concepts used in forensic science and crime scene investigation. Students will improve critical thinking skills needed for many careers in the forensic field. The course also provides students with the opportunity to review and apply information learned in biology, chemistry, anatomy, and physics. Topics include

history and laws, crime scene and evidence, hair and fibers, fingerprints, blood spatter analysis, toxicology, serology, DNA, drug analysis, bullets and tool marks, forensic anthropology, and decomposition and anthropology. Students will engage in lectures, labs, case studies, and project-based learning experiences. *(Full year, 1 credit, offered in alternating years with Human Anatomy and Physiology)*

SEMESTER COURSE DESCRIPTIONS

3058 The Physics of the Big and Small: Cosmology and Quantum Mechanics *(Grades 11-12, Pre- or Corequisite: any level of physics)* This introductory course will delve simultaneously into the universe and the atom. Students will be presented with terms and important facts related to the universe, including its origins and its grand scale. Students will then perform individual research on a specific topic of interest pertaining to astrophysics and cosmology, with the goal of presenting a 15-minute lesson to the class to share what they have learned. Students will then move into the quantum realm and define terms relating to subatomic physics and quantum mechanics. Students will again perform research on a specific topic of interest and present. The course will focus on providing students with background knowledge of each topic while also allowing them to dive deeper into subject matter that resonates with them so that they can share their research with their classmates. A day trip to Brookhaven National Lab in Suffolk County will be part of the course. *(Spring, ½ credit)*

3042 Organic Chemistry *(Grade 12. Prerequisite: AP Chemistry)* This course is designed for students who anticipate pursuing a health-related field or a college major that requires organic chemistry. The course will provide an introduction to the basic principles necessary to understand the structure and reactivity of organic molecules with emphasis on substitution and elimination reactions and the chemistry of the carbonyl group. The class will involve extensive use of models and modeling programs and will also expose the students to some basic organic lab techniques. *(Fall, ½ credit)*

MINOR ELECTIVE COURSES

3095 Science Research: DNA Barcoding *(Grades 10-12)* A DNA barcode is a unique pattern generated by a DNA sequence that can potentially identify species from diverse populations and habitats. In this yearlong, half-time course, students will learn about the process of scientific discovery and hypothesis testing, and recall their understanding of taxonomy, evolution, ecology, and DNA structure and function. With this foundation, student teams will develop a research project using DNA barcoding technology, including DNA extraction from collected specimens, PCR, gel electrophoresis, and bioinformatics data science. Teams will participate in the Barcode Long Island project, and write up and present their findings at a research symposium at the end of the school year. Students will use DNA sequencing to analyze Long Island biodiversity and become published authors of these DNA barcodes in GenBank, the National Institutes of Health (NIH) genetic sequence database of publicly available DNA sequences. This course is taught in partnership with the Cold

Spring Harbor Laboratory DNA Learning Center. *(Full year, ½ credit)*

3195 Independent Advanced Science Research: DNA Barcoding *(Grades 11-12. Prerequisite: Science Research: DNA Barcoding)* Students can elect to extend their skills and research from the Science Research: DNA Barcoding to an independent research course. Students will work individually or in pairs to develop a new research proposal to be approved by the Barcode Long Island project. Research is not limited to the specific organism campaigns used in the first course, thus students will have a wide range of options for the questions and species to investigate. Students will have access to all the tools, resources, and mentorship by the DNA Learning Center staff used in the first course, and will present their findings at the research symposium in June. This course is taught in partnership with the Cold Spring Harbor Laboratory DNA Learning Center. *(Full year, ½ credit)*

Computer Science

Full-Year Courses

- AP Computer Science A
- Post-AP Computer Science: Electronic Design
- Post-AP Computer Science: Theory of Computation (not offered 25-26)
- Post-AP Computer Science: Algorithms (not offered 25-26)

Semester Courses

- Introduction to Coding
- Introduction to Computer Science
- Pre-AP Computer Science
- AP Computer Science Principles
- Post-AP Computer Science: Advanced Independent Study
- Robotics
- Computer Game Design

FULL-YEAR COURSE DESCRIPTIONS

6010 AP Computer Science A (*Grades 10-12; Prerequisite: Grade of A or higher in Pre-AP Computer Science or departmental approval*) This course is a university-level introductory course in computer science, covering a curriculum similar to what might be encountered in the “101” course for most undergraduate computer science programs. A large part of the course is built around the development of computer programs that correctly solve a given problem. The design and implementation of computer programs is used as a context for introducing other important aspects of computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, the study of standard algorithms and typical applications, and the use of logic and formal methods. The course is facilitated in the Java programming language and culminates in the AP Computer Science A exam in May. (*Full year, 1 credit*)

6012 Post-AP Computer Science: Theory of Computation (*Prerequisites: AP Computer Science A and departmental approval*) This course covers several concepts related to computability and complexity: finite automata, regular expressions, push-down automata, grammar, Turing machines, decidability, space complexity, and time complexity. The similarities and differences between determinism and nondeterminism are covered in depth. By the end of the course, students will understand the theoretical underpinnings of the capabilities of computers and leverage this knowledge to solve practical problems in computer science. (*Full year, 1/2 credit; offered in alternating years; not offered 2025-26*)

6014 Post-AP Computer Science: Algorithms (*Prerequisites: AP Computer Science A and departmental approval*) This course surveys the most important algorithms and data structures in use today. Each algorithm is studied through its implementation in Java. We examine the benefits and drawbacks of each algorithm and data structure as well as their applications in science, engineering, and industry. The course teaches fundamental techniques and is equivalent to a second- or third-semester college computer science course. (*Full year, 1/2 credit; offered in alternating years; not offered 2025-26*)

6018 Post-AP Computer Science: Electronic Design (*Grades 10-12; Prerequisite: AP Computer Science A and departmental approval*) A hands-on advanced course in electronic building and programming. Students learn about circuits, wiring, and the practical application of programming skills through the building of Arduino and Raspberry Pi computers and peripherals to execute real-world tasks. Students will work in collaborative teams to design and develop advanced solutions to problems they identify. (*Full year, 1/2 credit, offered in alternating years*)

SEMESTER COURSE DESCRIPTIONS

6000 Pre-AP Computer Science (*Grades 9-12*) Designed for students preparing to take the AP Computer Science course, this half-credit introductory course provides a strong foundation in practical computer programming. The basics of procedural and functional programming are covered through rigorous practice and creative projects so that students are better prepared to tackle the advanced concepts and theories involved in object-oriented programming and software engineering that are present in the AP course. The course culminates in a large final project, making use of skills learned throughout the semester. (*Offered Fall and Spring semesters, 1/2 credit*)

6016 Introduction to Coding (*Grades 9-12*) Designed for students who wish to learn more about computer science and coding but are not planning to take the AP courses. This quarter-credit elective uses the MIT App Inventor visual programming environment to introduce computer science concepts through block-based coding (drag-and-drop) to enable rapid prototyping of fully functional applications for Android/iOS tablets and phones. (*Offered Fall and Spring semesters, 1/4 credit*)

6017 AP Computer Science Principles (*Grades 10-12; Prerequisite: Grade of B or higher in Pre-AP Computer Science*) This introductory college-level computing course introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems – including the internet – work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. This course prepares students to take the AP Computer Science Principles exam in May. (*Spring semester, 1/2 credit*)

6017 Post-AP Computer Science: Advanced Independent Study (*Grade 12; Prerequisite: Application for Independent Study required*) Independent study in computer science is available to students who have completed our highest-level courses and wish to continue their work with the guidance of the Computer Science Department. (*½ credit*)

6708 Robotics (*Grades 9-12*) This class covers topics in the fundamentals of building and programming robots (including applications of applied science, technology, engineering, and applied mathematics) through hands-on group activities and independent projects. Students will learn about the parts that make up a robotic system and how these parts communicate with one another, enabling robots to perform tasks. Students follow instructions to familiarize themselves with the parts and tools and then create their own designs to fulfill challenges. Students learn how to program robots to complete set tasks autonomously. As a result of this course, students will have developed skills in forecasting, planning, project management, building, engineering, robotics knowledge, documentation, and teamwork. (*¼ credit*)

6008 Computer Game Design (*Grades 9-12*) Designed to give students an elementary understanding of computer science relevant to their interests, this course teaches basic programming concepts in the context of creating video games. Additionally, students will formally study game design principles across different genres and the steps of game design from ideas to marketing. Students experience the iterative code/test/debug cycle of programming and the design/playtest/refine cycle of game design. (*¼ credit*)

World Languages and Cultures

Required

- Three consecutive levels of Chinese, French, Latin, or Spanish

Course placement guidelines for World Language and Cultures - [link here](#). For Global Studies Course level 5 application, [link here](#).

Full-Year 1-Credit Courses

- Chinese 2, 3, 4H; AP Chinese Language and Culture (AP with WE Service); Post-AP Chinese Literature and Culture
- French 2, 2H, 3, 3H, 4, 4H; Global Studies: Honors French Language and Culture Level 5 ; AP French Language and Culture (AP with WE Service); Post-AP French and Francophone Literature and Culture
- Spanish 1, 2, 2 Advanced, 2H, 3, 3H, 4, 4H; Global Studies: Honors Spanish Language and Culture Level 5; Spanish Senior Seminar; AP Spanish Language and Culture (AP with WE Service); AP Spanish Literature and Culture
- Latin 1, 2, 3, 4H; AP Latin; Post-AP Latin Literature and Culture

Full-Year ½-Credit Courses

- Introductory Latin
- Advanced Introductory Latin 1
- Advanced Introductory Latin 2

Semester ¼-Credit Course

- Latin in Science and the Law (Fall)
- Classical Mythology in the Arts and Humanities (Spring)

CHINESE

4276 Chinese 2 (*Grades 9-10; Prerequisite: Chinese 1 or equivalent*) Chinese 2 will help students continue to develop the four skills of listening, speaking, reading, and writing in Chinese by increasing complex sentence structures and enriching their vocabulary. At the end of this course, students will be able to talk about weather, their daily life, clothing, shopping, as well as order food in Chinese restaurants. In addition, they will learn how to read and write sentence groups under these topics. Cultural topics will include principal cuisines and food culture in China, gift-giving customs, Chinese zodiac signs, and fundamental Chinese festivals. Students will learn through the study of authentic materials coupled with daily interactive classroom activities. (1 credit)

4280 Chinese 3 (*Grades 9-12; Prerequisite: Chinese 2 or equivalent*) Students in this course will gain

more proficiency in their listening, speaking, reading, and writing skills in Chinese. The course will enable students to participate in practical day-to-day situations in Chinese. The topics in this course will include how to ask for directions and describe location/space, make an appointment with people, what to say when seeing a doctor to describe symptoms, and how to plan a trip using a variety of different transportations. Students in Chinese III will have the opportunity to read short stories and to write paragraphs in Chinese under those topics. Current events in modern China will be the focus of cultural topics this year. (1 credit)

4282 Honors Chinese 4 (Grades 9-12; Prerequisite: B+ in Chinese 3 and/or departmental recommendation) Honors Chinese 4 students will start to develop more complex conversational skills with greater exposure to authentic Chinese spoken and written materials, as well as significantly lengthier listening and reading materials. The topics in this course will include in-depth school life, choosing a field of study in college, Chinese geography, computer and internet, education, and other related themes for discussion on societal issues. Students are expected to do paragraph-level input and output of Chinese by the end of the course. Students will explore and discuss culture topics by looking into modern Chinese society and making comparisons/connections to equivalent aspects in the U.S. (1 credit)

4284 AP Chinese Language and Culture (AP with WE Service) (Grades 10-12; Prerequisite: B+ in Honors Chinese 4 and/or departmental recommendation) This course is designed to provide qualified students with varied opportunities to further perfect their Chinese skills. Students enrolled in this class will also have maximal exposure to Chinese cultural elements that are integrated in the process of learning the language. Through student-centered activities, students develop skills in using Chinese to comprehend, compare, and contrast issues and ideas that are pertinent to their life and community. The class will learn about Chinese modern infrastructures, Chinese classic art and aesthetic values, traditional festivals and rituals in China, history and historical figures, and current challenges faced by China. The class will be conducted almost exclusively in Chinese. Students are required to speak Chinese as much as possible in all situations. All students enrolled in the class will be expected to take the AP Chinese Language and Culture exam in May. (1 credit)

4287 Post-AP Chinese Literature and Culture (Grades 11-12; Prerequisite: AP Chinese and strong recommendation of current teacher) This course is a Chinese classic literature course designed for students to read and appreciate the original works of ancient Chinese novels and poems. The works students read, study, and analyze include *Journey to the West*《西游记》, one of the Four Great Classical Novels of Chinese literature, by Wu Cheng'en 吴承恩 from Ming Dynasty (16th century) and a series of the most representative Chinese ancient poems by Li Bai 李白, Du Fu 杜甫, Bai Juyi 白居易 from Tang Dynasty (618 to 907 AD), as well as Song Ci 宋词 from Song Dynasty (960–1279). Through reading these masterpieces, students will have the opportunity to further expand their knowledge of a wide variety of Chinese cultures, to better understand the foundations of Chinese society and values, and to significantly elevate the authenticity of their Chinese, including using four-character idioms 成语, ancient sayings 俗语, and quotes in their language use. To be successful in this course,

students must be near-native or native in Chinese. This course will be taught in Mandarin only. (1 credit)

FRENCH

4020 French 2 (Grades 9-12; Prerequisite: French 1 or equivalent) Conducted primarily in French, this course develops students' speaking and writing skills. Students master increasingly complex sentence structures and expand their active vocabulary. They study the culture, geography, and history of the French-speaking world through reading, films, web-based assignments, and at least one local field trip. Students will practice their speaking and listening comprehension skills in our state-of-the-art language lab. Evaluation will be based on progress in all four skills: reading, writing, listening, and speaking. In addition to periodic assessments during the school year, there is a comprehensive final exam. (1 credit)

4021 Honors French 2 (Grades 9-12; Prerequisite: A- in French 1 and Honorable Mention on the National French Exam; if the student does not meet this requirement but is motivated to continue with advanced language study, they may be eligible for Honors French 2 upon receipt of a strong departmental recommendation) Conducted in French, this course offers students who have a solid Level I foundation in all four language skills a curriculum that strengthens that foundation with enriched vocabulary and grammar study while exploring new grammar and thematic material through texts, literature, art, film, and current events of interest. Honors French 2 is the second course of a five-part French series designed to empower students to learn to speak, read, write, and comprehend French in a culturally authentic manner. Built on the National Foreign Language Standards, this course is comprehensive, integrating content, varied methodology, and interactive activities. Students have the opportunity to communicate in French through traditional exercises, including essay writing, listening activities, and oral reports. Pronunciation is emphasized. In addition to frequent written and oral assessments, there is a comprehensive final exam. (1 credit)

4040 French 3 (Grades 9-12; Prerequisite: French 2 or equivalent) Conducted primarily in French, this course features the continued exploration of France and the francophone world through journalism, literature, art, and film. Cultural awareness and listening comprehension are developed with video and audio materials. Grammar is introduced and reinforced through regular writing assignments and oral activities. Web-based assignments are offered to reinforce and enrich classroom activities. Students are encouraged to communicate in French during class. Laboratory exercises help to refine pronunciation and reinforce speaking and listening skills. Evaluation is based on consistent effort as well as progress in reading, writing, speaking, and listening. Written tests, oral evaluations, and a comprehensive final exam are used to assess student progress. (1 credit)

4050 Honors French 3 (Grades 9-12; Prerequisite: B+ in Honors French 2 and Honorable Mention or higher on National French Exam; if the student does not meet this requirement but is motivated to continue with advanced language study, they may be eligible for Honors French 3 upon receipt of a

strong departmental recommendation) Conducted in French, this course offers the more advanced French student the opportunity to explore French and Francophone culture through journalism, literature, art, and film. Increasingly complex grammar is introduced and practiced in regular short essays and oral reports. Web-based assignments allow students to explore themes of personal interest, building vocabulary essential to the topic. Students are expected to communicate in French at all times during class. Evaluation is based on progress in all four skills: reading, writing, speaking, and listening. Students will read two short novels: *L'oeil du loup* by Daniel Pennac and *Le Petit Nicolas* by René Goscinny. In addition to regular written and oral assessments, there is a comprehensive final exam. (1 credit)

4060 French 4: Language and Cultures (Grades 10-12; Prerequisite: French 3 or equivalent) Conducted primarily in French, this course emphasizes continued development of conversation and writing skills, largely through the study of Francophone films, short stories, comic books, and visual art. This varied approach sharpens oral proficiency and broadens cultural awareness. Students complete independent multimedia research projects, which they share orally with the class. Evaluation is based on progress in all four skills: reading, writing, listening, and speaking. There is a comprehensive final exam. (1 credit)

4070 Honors French 4 (Grades 9-12; Honors French 3 prerequisite; B+ in Honors French 3 and *Honorable Mention or higher on National French Exam; if the student does not meet this requirement but is motivated to continue with advanced language study, they may be eligible for Honors French 4 upon receipt of a strong departmental recommendation*) This course is designed to offer students the opportunity to improve their fluency in French and to expand their understanding and appreciation of the culture, ideas, traditions, and challenges facing the modern francophone world. Intensive and enjoyable practice in listening, speaking, reading, writing, and grammar will center around the following themes: global challenges, science and technology, contemporary life, personal quests, family and community, and beauty and aesthetics. Literary texts, film, contemporary and classical music, newspapers, and web resources are used to explore each thematic unit. Tests, oral evaluations, partner work, and quizzes provide benchmarks to evaluate student progress and mastery of the material. The goal for each student is predicated on steady personal progress and improvement, based on their level of proficiency in September. Conducted entirely in French, this course gives students the opportunity to immerse in the language throughout the class period. Coming to class prepared and with an enthusiastic mindset is, in itself, worth its weight in gold! Students' motivation, consistency, curiosity, and interest are the cornerstones for this course. There is a cumulative final exam in June. (1 credit)

4083 Global Studies: Honors French Language and Culture Level 5 (Grades 11-12; Prerequisite: B+ or above in French 4 or equivalent, and teacher recommendation; this is a full-year course open ONLY to students by application) Students in this intensive, full-year global studies French language elective will explore the essential question – *What does it mean to be French or francophone in today's world?*. This course will build on students' emerging levels of proficiency in the French language as they

engage in interdisciplinary topics, including current events, technology, the environment, sustainability, social and political issues, bilingualism, the arts, and the world of entertainment. Students will focus on collaboration, presentational communication, vigorous research, writing for cultural literacy, and creative problem-solving, steadily gaining the knowledge and understanding they need to participate effectively and competently in today's global community. Ultimately, students will engage in topics that help to answer the essential question by presenting research on disciplines of greatest interest to them. (1 credit)

4090 AP French Language and Culture (AP with WE Service) (Grades 9-12; Honors French 4 prerequisite; B+ in French 4 Honors and Honorable Mention or higher on National French Exam)

Following closely upon the French 4 Honors course, this AP French course continues to refine students' reading, writing, speaking, and listening skills in preparation for the AP French Language exam in May. Conducted entirely in French, the course is divided thematically between six units: family and community, science and technology, contemporary life, personal quests, beauty and aesthetics, and our threatened planet. Within each thematic unit, students read current newspaper and magazine articles, listen to radio shows, watch short newscasts, read short literary texts, and watch short film clips of thematic relevance. In addition, students practice the multiple-choice listening and reading comprehension questions as well as the presentational and interpersonal writing and speaking exercises that constitute the bulk of the new AP exam. All students enrolled in the class will be expected to take the AP French Language and Culture exam in May. (1 credit)

4095 Post-AP French and Francophone Literature and Culture (Grade 11 or 12; Prerequisite: score 4 or Higher in AP French Language and Culture or advanced-mid proficiency in French evaluated by the Language Department AND a gold or silver medal in the National French Exam) This advanced course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays), multimedia material, and art from various time periods and regions of the French-speaking world. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of *Advanced High* to *Superior* of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other materials, students acquire the necessary tools and are exposed to resources allowing them to master their critical reading and analytical writing skills. Literature and art in general as well as documentaries and non-fictional essays are explored within the contexts of their time and place of production, and students gain insights on the multiplicity and the diversity of voices, cultures, and challenges represented through times in the required material. The course raises global awareness and empathy by also including a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism). (1 credit)

SPANISH

4100 Spanish 1 (Grades 9-12) Conducted mostly in Spanish, this course focuses on building basic

communication skills in diverse situations and topics while introducing students to the Hispanic world. Students learn to socialize, provide and obtain information, express personal feelings, and get others to adopt a course of action in Spanish. Evaluation emphasizes comprehension and building listening and speaking skills, laying a foundation for mastery of reading and writing at higher levels. In addition to periodic assessments during the year, there is a comprehensive final exam. (1 credit)

4110 Spanish 2 (Grades 9-12; Prerequisite: 1-2 years of Spanish and/or departmental recommendation) Conducted primarily in Spanish, this course develops the student's active vocabulary and improves their ability to speak confidently, write creatively, think deeply, and listen respectfully in Spanish. Students will demonstrate increased proficiency in interpersonal, interpretive, and presentational language skills. Focus will be on expression in the present tense, the regular preterite tense, basic irregular preterite forms, and on some communication using the imperfect and future forms (ir + a + infinitive and the formal future tense), commands, reflexive verbs, and some object pronouns. Students read two short novels, including *Brandon Brown quiere un perro* by Carol Gaab, *Fútbol en Madrid* by Paco Ardit, as well as selections from *Esperanza* by Carol Gaab. Students will learn about various cultural elements, including literature, art, film, and history in Spanish. In addition to tests, quizzes, projects, and in-class interviews, there is a comprehensive final exam. Students who successfully complete this course will continue to Spanish III. (1 credit)

4112 Advanced Spanish 2 (Grades 9-12; Prerequisite: 3+ years of Spanish 1 preparation at the Lower and Middle School levels, departmental recommendation, and 75th percentile on the National Spanish Exam; if the student does not meet the NSE score, they will need to reach the required grade, the departmental recommendation, and pass the National Spanish Assessment with a 75th percentile by the end of May) Conducted primarily in Spanish, this course develops the student's active vocabulary and improves their ability to speak confidently, write creatively, think deeply, and listen respectfully in Spanish. Students will demonstrate increased proficiency in interpersonal, interpretive, and presentational language skills. Focus will be on expression using a variety of grammatical forms, including the present, all forms of the preterite (including all irregular forms), imperfect, future, conditional, past and present progressive, present perfect, commands, reflexive verbs, and object pronouns. Students will learn about various cultural elements, including literature, art, film, and history in Spanish. In the spring, students will be guided in their preparation for the National Spanish Exam given by the American Association of Teachers of Spanish and Portuguese. In addition to tests, quizzes, projects, and in-class interviews, there is a comprehensive final exam. Students who successfully complete this course may be recommended for Spanish 3 or Honors Spanish 3. (1 credit)

4111 Honors Spanish 2 (Grades 9-12; Prerequisites: A or above in Spanish 1, 75th percentile on the National Spanish Exam (Level 1), and departmental recommendation; if the student does not meet the NSE score, they will need to reach the required grade, the departmental recommendation, and pass the National Spanish Assessment with a 75th percentile by the end of May) This is an accelerated Spanish II course designed for the more advanced language student who has demonstrated exceptional ability

and achievement in the first level. Intensive study of listening, reading, speaking, and writing skills is supplemented by outside reading to provide an introduction to Spanish literature. Focus will be on achieving a facility in interpersonal, interpretive, and presentational Spanish language using a variety of grammatical forms, including the present, all forms of preterite (including all irregular forms), imperfect, future, conditional, past and present progressive, present perfect, commands, reflexive verbs, the present subjunctive, and object pronouns. The course demands the student's constant participation in the target language to strengthen language proficiency. Video and audio materials are also an integral part of the course. In addition to regular in-class assessments, students take the National Spanish Exam given in the spring by the American Association of Teachers of Spanish and Portuguese, as well as a cumulative final. The student who successfully completes this course may be recommended for Honors Spanish 3. *(1 credit)*

4120 Spanish 3 (*Grades 9-12; Prerequisite: Spanish 2 or equivalent*) Conducted mainly in Spanish, this course continues to build students' language skills in the four areas of listening, speaking, reading, and writing. Students continue to study grammar, focusing on advanced idioms and all verb tenses. The course also introduces some aspects of Peninsular and Spanish-American history and contemporary culture, primarily through readings from a variety of sources and some projects. Video and audio materials are used to improve listening comprehension skills. In addition to quizzes, tests, oral evaluations, and some short essays, there is a comprehensive final exam. *(1 credit)*

4129 Honors Spanish 3 (*Grades 9-12; Prerequisites: A- in Honors Spanish 2, 75th percentile on the National Spanish Exam, and departmental recommendation; OR an A in Advanced Spanish 2, 75th percentile on the National Spanish Exam, and departmental recommendation; if the student does not meet the NSE score, they will need to reach the required grade, the departmental recommendation, and pass the National Spanish Assessment with a 75th percentile before the end of May*) This is an accelerated course designed for the more advanced language student. Conducted in Spanish, the course's primary focus is the mastery of most integral grammar points and the development of more complex language skills in all areas of language learning. The course demands the student's constant participation in all activities designed to strengthen language proficiency. The course also includes a cultural component, which integrates literary and non-literary selections and popular films to provide exposure to important aspects of Peninsular and Spanish-American history and culture. Evaluation is based on progress shown in all four language skills: reading, writing, listening, and speaking. In addition to regular in-class assessments, students will take the National Spanish Exam given in March by the American Association of Teachers of Spanish and Portuguese. There is also a comprehensive final exam in June. *(1 credit)*

4130 Spanish 4: Language and Cultures (*Grades 10-12; Prerequisite: Spanish 3 or equivalent*) Conducted in Spanish, this course focuses on developing key communicative skills in the language, including reading, writing, listening, and speaking. Students encounter a wide variety of audio and video materials in this course as well as readings from current media sources and literature. Thematic units include relationships with others, urban life, contemporary media, generational

connections, and Spanish language for the innovative thinker. Students read a short novel in Spanish, *La receta secreta*. Students are required to speak Spanish in class at all times with a goal of achieving proficiency levels in Spanish in the intermediate mid to intermediate high range (ACTFL). Grammar is reviewed contextually on a regular basis. In addition to quizzes and tests, there is a final exam. (1 credit)

4135 Honors Spanish 4 (Grades 9-12; Prerequisite: A- or higher in Honors Spanish 3, 75th percentile on the National Spanish Exam, and departmental recommendation; if the student does not meet the NSE score, they will need to reach the required grade, the departmental recommendation, and pass the National Spanish Assessment with a 75th percentile before the end of May. Conducted in Spanish, this course is designed as a preparation for the AP Spanish Language course. In addition to continuing to develop language proficiency in all four skill areas (reading, writing, listening, and speaking), students also develop an awareness of Peninsular and Spanish-American culture through the study of literature, visual arts, music, film, and current periodicals. Video and audio materials are used to improve listening comprehension. Grammar is reviewed contextually on a regular basis. Evaluation is based on progress in all four skills. In addition to regular in-class assessments, there is a final exam. (1 credit)

4143 Global Studies: Honors Spanish Language and Culture Level 5 (Grades 11-12; Prerequisite: Spanish 4 or equivalent; this is a full-year course open ONLY to students by application) In this college-level global studies course, Spanish language elective students will explore the essential question – *What does it mean to be a Spanish-speaking member of the global community?* This course will build on their emerging levels of proficiency in the Spanish language as they engage in interdisciplinary topics, including current events, technology, the environment, sustainability, social and political issues, bilingualism, the arts, and the world of entertainment. Students will focus on collaboration, presentational communication, vigorous research, writing for cultural literacy, and creative problem-solving, steadily gaining the knowledge and understanding they need to participate effectively and competently in today's global community. Students will have the opportunity to develop relationships with citizens from across the Spanish-speaking world. They will engage in meaningful dialogue with people from a variety of Spanish-speaking communities, near and afar, to answer the essential question and deepen their understanding of what it means to be a Spanish-speaking member of the global community today. Ultimately, students will engage in topics that help to answer the essential question by presenting research on disciplines of greatest personal interest to them. (1 credit)

4141 Spanish Senior Seminar (Grades 11-12; Prerequisite: Spanish 4 or equivalent) This Spanish language and culture seminar is based on the four fundamental language skills to help students expand their listening, reading, writing, and speaking in practical, real-world contexts. The essential proficiency goal is the ability to produce Spanish in a natural, creative, and authentically communicative way. Students will analyze a broad range of cultural texts, including short stories, poetry, film, paintings, music, and newspaper and magazine articles from Spain and Latin America

with the goal of providing a rich, diverse learning experience and multicultural perspective. The wide variety of resources are used to help students gain a broader global perspective and understanding of political, historical, social, and cultural events that have shaped Spain and Latin America. Some of the topics to be examined in this class are immigration, revolution, repression, Hispanic presence and identity in the United States, discrimination, and human rights. The course is updated constantly to reflect current events that connect to the themes and topics being discussed. Students' daily contributions and interactions are paramount to their personal development and proficiency while maintaining the integrity and aims of the course. *(1 credit)*

4142 AP Spanish Language and Culture (AP with WE Service) *(Grades 10-12; Prerequisites: A- or higher in Honors Spanish 4, 75th percentile on the National Spanish Exam, and departmental recommendation; if the student does not meet the NSE score, they will need to reach the required grade, the departmental recommendation, and pass the National Spanish Assessment with a 75th percentile before the end of May.* Conducted in Spanish, this course continues developing the four skills (reading, writing, listening, and speaking) and an awareness of Peninsular and Spanish-American culture through the study of literature, current periodicals and news media, and at times, music and visual arts. Oral presentations are also frequent. Video and audio materials are used to improve listening comprehension. Grammar is reviewed contextually on a regular basis. Evaluation is based on progress in reading, writing, listening, and speaking. In addition to tests and quizzes, students are expected to take the AP Spanish Language and Culture exam in the spring. *(1 credit)*

4142 AP Spanish Literature and Culture *(Grades 11-12; Prerequisites: AP Spanish Language and Culture and strong recommendation of WLC Department; or Honors Spanish 4 with an A- or above and strong recommendation of WLC Department)* This course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U.S. Hispanic literature. Students develop proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of *Intermediate High to Advanced Mid* of the American Council on the Teaching of Foreign Languages' (ACTFL) Proficiency Guidelines. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism). In addition to tests and quizzes, students are expected to take the AP Spanish Literature and Culture exam in the spring. *(1 credit)*

LATIN

4150 Latin 1 (*Grades 9-12*) This course assumes the student has no prior experience studying the Latin language. Students who successfully complete the course will be able to enroll in Latin 2 the following year. Students will be introduced to some of the basic grammatical and syntactical features of Latin (word order, nominative and accusative cases, imperfect and perfect tenses, etc.) and will learn many vocabulary words as more and more complex sentences and stories are read and dramatized. Since approximately half of the words in English are derived directly or indirectly from Latin, and since Latin is the basis of the Romance languages, Latin is significantly useful for most students. It is especially useful for understanding the grammar and vocabulary of English, and it provides an excellent foundation for the study of Italian, Spanish, French, etc., as well as for non-Romance languages. Some attention will be given to etymologies and derivations. Consideration will also be given to the culture of ancient Rome and the stories and character traits of the Olympian gods and goddesses. (1 credit)

4160 Latin 2 (*Grades 9-12; Prerequisite: Latin 1 or Advanced/Introductory Latin or equivalent*) This course continues where Advanced Introductory Latin leaves off. Increasingly complex grammatical forms and constructions (such as the subjunctive) are introduced, and the emphasis on vocabulary, derivatives, and Roman culture continues. Students read a considerable amount in Latin, as well as some ancient mythology. There are frequent quizzes and periodic tests as well as a comprehensive final exam. Students who wish to enroll in full-credit Latin 2 while continuing with another world language (for a total of six full-credit courses) must receive approval. For more information, please speak with Dr. Davison or WLC Department Chair Ms. Pozzi. (1 credit)

4170 Latin 3 (*Grades 9-12; Prerequisite: Latin 2 or Advanced Introductory Latin 2*)

Students will continue their work from Latin 2 with the study of advanced Latin grammar topics, including the subjunctive mood and different types of subordinate clauses that incorporate it. Reading comprehension will involve the study and analysis of longer and more complex Latin stories as students continue to increase their knowledge and understanding of Latin vocabulary commonly used by Latin prose and poetry authors. Much attention is also given to Ancient Roman Culture, including daily life in Roman Britain, as well as mythological topics such as Metamorphoses and Monstrous Creatures. There are frequent assessments connected to the Cambridge Latin Unit 3 Textbook, and there is a comprehensive final exam. (1 credit)

4180 Honors Latin 4 (*Grades 10-12; Prerequisites: Latin 3 and strong recommendation from current teacher*) Preparation for the AP Latin exam is contingent upon taking both the Honors Latin 4 course (full year) as well as the AP Latin course (full year). The two courses function together as a two-year sequence. Students who successfully complete the course will be able to enroll in AP Latin V the following year. During the first semester, students will review much of the previous Latin grammar and vocabulary that they learned in Latin 1-3 along with any new Latin grammar that they are required to know in order to be successful in AP Latin 5. During the second semester, students will

begin reading authentic Latin texts created by Roman authors, including some selected Latin prose passages from Pliny the Younger's *Letters*. Much attention will also be paid to the grammatical and stylistic features of Latin prose. (1 credit)

4192 AP Latin (Grades 10-12; Prerequisites: Honors Latin IV and strong recommendation from current teacher) Preparation for the AP Latin exam is contingent upon taking both the Honors Latin 4 course (full year) as well as the AP Latin course (full year). The two courses function together as a two-year sequence. The overall goal of the AP Latin course is to help students prepare to take the AP Latin exam in May. We will complete the AP Latin syllabus by reading select Latin passages from Pliny The Younger's *Letters* as well as selected passages from different books of Vergil's *Aeneid*. We will read a number of Latin passages from a variety of different Latin authors as a way of practicing reading comprehension and analysis of Latin Literature. As part of the preparation for the AP Latin exam, we will devote a great deal of class time to discussing and analyzing Pliny's and Vergil's Latin texts (there will be numerous short essay writing assignments with questions from previous AP Latin exams). We will also practice sight-reading Latin prose and poetry passages, discuss the historical background of Pliny the Younger's *Letters* and *The Aeneid*, and explore ways in which we can draw connections between Vergil's poem and Pliny the Younger's *Letters*. (1 credit)

4193 Post-AP Latin: Literature and Culture (Grades 11-12; Prerequisites: AP Latin and strong recommendation from current teacher) The goal of this year-long course is to prepare students to be able to continue their study of Latin at the college level after their successful completion of AP Latin. Students entering Post-AP Latin have already completed the AP Latin course and exam and have thus gained valuable experience reading authentic Latin prose and poetry. The readings in the course can be tailored to suit the interests of the students taking the course, but typically students in Post-AP Latin read from a variety of different authentic Latin literary texts related to the world of ancient Rome. Important Roman authors whose Latin texts we have examined in previous Post-AP Latin classes include Pliny the Younger, Tacitus, and Ovid, since these are Roman authors that students typically read and analyze in upper-level Latin college courses. (1 credit)

FULL-YEAR ½-CREDIT COURSES

4147 Introductory Latin (Grades 9-12; Prerequisite: departmental recommendation) This course offers students an opportunity to study the basic grammatical concepts of the Latin language. Students will learn some of the fundamental grammatical and syntactical features of Latin (case, gender, voice, mood, etc.) and will learn many English and Latin vocabulary words, as more and more complex stories are read and dramatized. Students who successfully complete the course can continue their study of Latin with Advanced Introductory Latin 2 or Latin 2. (½ credit)

4148 Advanced Introductory Latin 1 (Grades 9-12; Prerequisite: Introductory Latin)

This course offers students a further introduction into the basic grammatical concepts of the Latin language and assumes that students have some prior knowledge of Latin. Students who successfully

finish the course have the option of continuing their study of Latin by taking Advanced Introductory Latin II as a language elective the following year or full-credit Latin II if they wish to do Latin as a full-credit language. Students interested in doing Latin III should consult with the teacher about recommendations for summer work in order to begin at that language level the following year. Students will learn some more of the fundamental grammatical and syntactical features of Latin (case, gender, tense, etc.) and will learn many English and Latin vocabulary words as more and more complex stories are read and dramatized. In addition to translating from Latin to English, students will also work on translating from English to Latin as a way of strengthening and solidifying their understanding of grammatical concepts and principles. (*½ credit*)

4149 Advanced Introductory Latin 2 (*Grades 9-12; Prerequisite: two years of Middle School Latin or the equivalent of Latin 1*) This course offers students a further introduction into the basic grammatical concepts of the Latin language and assumes that students have some prior knowledge of Latin. Students who successfully finish the course have the option of continuing their study of Latin by taking full-credit Latin III the following year. Students will learn more of the fundamental grammatical and syntactical features of Latin (case, gender, tense, etc.) and will learn many English and Latin vocabulary words as more and more complex stories are read and dramatized. In addition to translating from Latin to English, students will also work on translating from English to Latin as a way of strengthening and solidifying their understanding of grammatical concepts and principles. (*½ credit*)

FALL SEMESTER ¼-CREDIT COURSES

4195 Latin in Science and the Law (*Grades 10-12; Prior study of Latin is helpful but not a prerequisite to take the course*) For this spring-semester WLC elective course, students will learn about the important role that Latin has played in the different fields of science and medicine as well as in the language and terminology of American law. Latin continues to be one of the most popular college majors for students who plan on attending medical school or law school after completing their undergraduate degrees. Within this particular course, we will examine special topics like the prominence of Latin in the periodic chart in chemistry as well as the use of Latin in biology and medicine. We will also devote significant course time to learning Latin legal phrases and legal terms that contain Latin roots. This course is recommended for students who are thinking about majoring in a science in college or possibly attending medical school or law school in the future. (*¼ credit*)

SPRING SEMESTER ¼-CREDIT COURSES – OPEN TO NON-LATIN STUDENTS

4194 Classical Mythology in the Arts and Humanities (*Grades 10-12; Prior study of Latin is helpful but not a prerequisite to take the course*) For this fall-semester WLC elective course, students will learn about and examine some of the most significant characters, stories, and motifs of Greek and Roman mythology. Throughout Western history, mythology has exerted a profound influence on painters, sculptors, writers, and filmmakers. Characters and stories related to the Greek Underworld, for example, have aided in the creation of artistic works as varied as *Hadestown* on Broadway to Dante's

Divine Comedy. Whether it be famous artists like Michelangelo or Titian, notable writers such as Shakespeare and George Bernard Shaw, or award-winning filmmakers like the Coen brothers and Wolfgang Peterson, the mythological stories of the Greeks and the Romans have deeply inspired artists in a variety of different artistic endeavors. Students will learn about and discuss famous mythological characters and stories as well as explore their deep and lasting influence on specific works of art and literature. (*¼ credit*)

Interdisciplinary Studies: Real-World, Problem-Based Electives

These courses are rooted in real and urgent complex problem-solving and require deep collaboration with others, as well as the development and synthesis of a variety of skills, including critical thinking, research, and professional presentations. All courses require partnership with outside professionals. Our students bring together knowledge and skills introduced in a variety of disciplines and engage in application, evaluation, and creation.

Fall Semester Courses

5822 Entrepreneurship I (*Grades 10-12*) This semester course is designed so that all learning is active, collaborative, and team-based. In the course, students learn by doing as they are given real problems from real entrepreneurs. Students develop skills through working in the field, observing and interviewing to discover problems, and learning techniques for validating hypotheses. The class will work with carefully selected entrepreneurs who present real and urgent business problems with hard deliverables and deadlines. Students' curiosity and sense of urgency drives the curriculum, while the course instructors provide the scaffolding, resources, skills, and background necessary to better understand the complexities and interconnectedness of businesses and startup ventures. The course prioritizes the development of 21st century leadership skills, character, intellect, and resilience. (*½ credit for one semester*)

Spring Semester Courses

5823 Entrepreneurship II: Innovation and Invention (*Grades 11-12; Prerequisite: Entrepreneurship I*) This semester course is designed as a continuation and deepening of the skills that students cultivate in Entrepreneurship I. Students will create their own businesses using Lean Launchpad and incorporating the Business Model Canvas, customer development, and Agile development. They will apply what they have learned from their past experiences of working with business owners and directors of nonprofit organizations to address a problem they want to solve, but are now required to develop a complete model for a scalable and repeatable business. Students will build on their previous knowledge and skills as they learn the many elements of creating a successful new venture. Students must build Minimally Viable Products (MVPs), create financial models, and build high-functioning teams. (*½ credit for one semester*)

Chess

2300, 2301 Advanced Chess I and II (*Prerequisite: A thorough understanding of the rules of chess*) This one-semester course will work for players from intermediate to advanced. The idea is to enable players to improve from their ability as demonstrated at the point of entry. Even our top-ranked players will begin the course at Advanced Chess I. Upon completion of one semester and upon noticeable improvement in chess tactics, strategic thinking, and problem solving, students will move on to Advanced Chess II. Students will be assessed with homework assignments and in-class problems and encouraged to participate in competitive tournaments. (*One semester, ½ credit*)

Visual and Performing Arts

Required: One and a half credits.

Performing Arts

- Music courses
- Dance courses
- Theater courses

Visual Arts

- Digital Art courses
- Photography courses
- Studio Art courses

PERFORMING ARTS

The Upper School Performing Arts program offers a four-year curriculum in dance, music, and theater. The dance curriculum focuses on increasingly advanced levels of movement, mind-body connection, choreography, and exploration of major dance influences. The music curriculum offers both instrumental and vocal music. It is the goal of the Music Department to increase the musical ability of each player, to give each student the opportunity to work as part of an ensemble, and to make music publicly in concerts and other forums in a way that demonstrates a high standard of excellence for each individual player as well as the ensemble. The theater curriculum lays a foundation of the basic elements of theater and is sequenced through advanced study in the junior and senior years. Four years of study are offered in acting and elements of performance as well as stagecraft and technical theater.

PERFORMING ARTS: MUSIC

Full-Year Courses

- Wind Ensemble
- Orchestra
- Jazz Band
- Concert Choir
- AP Music Theory

Semester Courses

- Music Studio I, II
- Music Theory
- Music Appreciation I, II

FULL-YEAR COURSE DESCRIPTIONS

6306 Wind Ensemble (Grades 9-12; Prerequisite: Students should be able to play their chosen instrument at a NYSSMA Level 4 or above) This course functions as a large performing group, with a portion of many classes taking the form of a rehearsal. Students also work in smaller groups both in sectionals and to complete projects, as well as combining with the Orchestra for symphony work. Students build upon previous instrumental training through study of music theory and a repertoire of appropriately challenging music. Curriculum is directed not only toward the technical advancement of the students but also toward their understanding of musical content, structure, and style. The Ensemble will participate in performances twice a year. (Full year, ½ credit)

6304 Orchestra (Grades 9-12; Prerequisite: Students should be able to play their chosen instrument at a NYSSMA Level 4 or above) This course functions as a large performing group, with a portion of many classes taking the form of a rehearsal. Students also work in smaller groups both in sectionals and to complete projects, as well as combining with the Wind Ensemble for symphony work. Students build upon previous instrumental training through study of music theory and a repertoire of appropriately challenging music. Curriculum is directed not only toward the technical advancement of the students but also toward their understanding of musical content, structure, and style. The Ensemble will participate in concerts twice a year. (Full year, ½ credit)

6308 Jazz Band (Grades 9-12; Prerequisites: Students should be able to play their chosen instrument at a NYSSMA Level 4 or above. 9th graders must also be enrolled in Wind Ensemble. Audition required.) This performance-based course emphasizes the various styles of jazz and blues. The course will introduce improvisation and appropriate stylistic concepts. Participation in this ensemble provides an outlet for individual creativity and expression while relating the importance of the individual performer to the success of the group. This group performs several times throughout the year. (Full year, ½ credit)

6331 Concert Choir (Grades 9-12) This course functions as a large performing group, with many of the classes taking the form of a rehearsal. Students also work in smaller groups both in sectionals and to complete projects. The course studies and performs intermediate to advanced choral repertoire for mixed voices. Students focus on rehearsal techniques, reading music, vocal production, and group dynamics. This choir performs several times a year. (Full year, ½ credit)

6352 AP Music Theory (Grades 11-12; Prerequisites: Music Theory or independent study Music Theory, and passing the entrance exam with a grade of B or better) This online course is for serious music students who plan to pursue music as part of their college course of study. Students must be proficient on their instrument or voice. The coursework includes advanced work in written concepts, terminology and notation, exercises in music reading and sight singing, practice in ear training, and work in analysis and composition. This course meets every day. Students will be assigned a mentor

from the music faculty. The coursework will prepare students for the AP Music Theory exam. (*Full year, 1 credit*)

SEMESTER COURSE DESCRIPTIONS

6288, 6289 Music Studio I and II (*Grades 9-12*) Finding your musical voice and learning to express your ideas through music are at the heart of these semester-long courses. Musical structure and analysis are examined, and the fundamentals of computer-based music making, recording, and production are taught to give students the tools to capture their musical ideas. Proficiency with an instrument is not required for success in this course. In Music Studio II, all work is project-based. (*Semester course, ¼ credit, tech or art credit*)

6353 Music Appreciation I (*Grades 9-12*) This semester-long course will work through music in Western culture and its interconnection with art, literature, politics, religion, socioeconomic changes, and world influences. Students will develop a working knowledge of musical vocabulary, listening skills, and the ability to identify a wide variety of music styles as well as familiarity with monumental musical pieces and major composers. (*Semester course, ¼ credit*)

6359 Music Appreciation II (*Grades 9-12*) This semester-long course will expand upon Music Appreciation I, going more in-depth into the American and European culture and landscape in the postmodern period. Students will continue to connect music to other art forms, politics, religion, socioeconomic changes, with a deeper dive into world influences, specifically the cultures that have influenced American jazz and American and English rock. Students will spend a significant period of the class exploring the music and political culture in Europe and America during the 1930s and 1970s. (*Semester course, ¼ credit*)

6350 Music Theory (*Grades 9-12*) This course will provide a foundation of music theory for the intermediate-level musician that will prepare them for advanced study. It is designed for performing musicians (piano, instrumental, vocal) to deepen their knowledge of the musical idiom. The coursework includes written concepts, terminology and notation, exercises in music reading and sight singing, practice in ear training, and work in analysis and composition. This class fulfills the prerequisite for the AP Music Theory course. Regular quizzes, exams, and compositional projects are given throughout the term. Students must be able to pass a basic entrance exam to be admitted to this course. (*Semester course, ¼ credit*)

PERFORMING ARTS: DANCE

Full-Year Courses

- Dance I and II
- Advanced Expressions in Dance I and II

6721 Dance I

6722 Dance II

(Prerequisite: only by audition or instructor approval) Dance is a strong choice for students who enjoy movement and are interested in expanding their movement vocabulary. Students with a love of dance are welcome, whatever their background in technique – ballet jazz, modern, tap, lyrical, hip-hop, street, etc. Students will learn more about the body in motion and the creative process. These classes may be applied to either PE or art requirements. *(Full year, ½ credit)*

6720 Advanced Expressions in Dance I

6723 Advanced Expressions in Dance II

(Prerequisite: only by audition or instructor approval) These courses may be taken for two years and provide intense study in technical and choreographic skills. Students develop a personal creative process, choreograph, and learn repertoire. These courses may be applied to either PE or art requirements. *(Full year, ½ credit)*

PERFORMING ARTS: THEATER

Full-Year Courses

- Theater Studies
- Performing Arts
- Advanced Performance Studies I
- Advanced Performance Studies II

Semester Courses

- Stagecraft I and II
- Stagecraft Apprenticeship Program

FULL-YEAR COURSE DESCRIPTIONS

6362 Theater Studies *(Grades 9-10)* This course is a solid jumping off point for both the serious theater student and the student who is interested in increasing their skill level and comfort speaking in front of people. The curriculum emphasizes the exploration of acting technique, character development, literary structure, dramatic context, improvisation, and playwriting. *(Full year, ½ credit)*

6364 Performing Arts *(Grades 10-11; Prerequisite: Theater Studies or departmental approval)* In this course, students take the skills learned in Theater Studies and begin to focus on script analysis, intermediate character development, understanding of subtext, and the Stanislavskian principles of acting. The playwriting unit focuses on crafting dialogue. The course develops aesthetic awareness and an understanding of the concepts, elements, principles, and theories of performance. Throughout the year, students learn to give and receive honest feedback in preparation for the

directing work to follow. *(Full year, ½ credit)*

6357 Advanced Performance Studies I *(Full year, 1 credit)*

6358 Advanced Performance Studies II *(Full year, 1 credit)*

(Grades 11-12; Prerequisite: Performing Arts or departmental approval) These courses are designed to work together as a comprehensive two-year curriculum that will meet the expectations of both the students who want to further their own knowledge and enjoyment of the theater and the students preparing themselves for rigorous college arts and literature programs. Drawing upon history, literature, and styles of acting and directing, students work to develop an understanding and approach to their work as a creative artist. Playwriting is structured as a writer's workshop, and students' writing is shared in our annual evening of original student work. Students may take one class and not the other but are encouraged to take the full two years to experience the cumulative curriculum. *(Full year, 1 credit. Seniors may apply to take this course as an English credit but must receive departmental approval. Students taking the course for English credit will receive additional written assignments with each project.)*

SEMESTER COURSE DESCRIPTIONS

6366 Stagecraft I *(Grades 9-11)* This course is designed for the student who has an interest in how things work, how things go together, and what makes things run. Starting from the beginning by exploring the theater space and how it works, students then move on to learning to choose and use hand and power tools and simple carpentry skills. The class is rounded out by learning about the rudiments of sound, electrics, and rigging. The course is entirely hands-on. *(Semester course, ¼ credit)*

6369 Stagecraft II *(Grades 9-11; Prerequisite: Stagecraft I)* Building off of the work in Stagecraft I, this course dives into the design process. Students will learn how to analyze a script for production and concept clues, developing their own original lighting and scenic designs for a theoretical production. Students will create their own lighting plot and floor plan, learning how to craft perspective drawings to scale. The course culminates in each student building a 3D model of their design. *(Semester course, ¼ credit)*

6378 Stagecraft Apprenticeship Program *(Grades 10-12; Prerequisites: Stagecraft I and II, Application required)* This program is designed for the serious student who wishes to do in-depth work in all areas of stagecraft, including set building, lighting, sound, costumes, special effects, stage management, production, and design. Students will work closely with a mentor to design an individualized program of study. Students will be responsible for documenting their progress and creating a portfolio of their work. The student's portfolio must be presented in order to complete each level of the apprenticeship. Each level of the apprenticeship requires completion of a minimum of 80 hours. Some of these hours must be completed via work on one or both of the after school US productions. Admittance is by application only. *(Semester course, ¼ credit)*

VISUAL ARTS

The Upper School Visual Arts program offers students the opportunity to immerse themselves in experiences that include traditional photography, studio art (drawing, painting, printmaking, ceramics), and digital media. All Visual Arts courses enable students to develop an individual artistic voice with an emphasis on self-expression, creative problem-solving, visual literacy, and critical thinking. A variety of classes are offered, beginning with foundational-level courses and building to AP Art Portfolio. In all Visual Arts classes, students are evaluated on investment in artistic process, engagement in class activities and discussions, and a demonstrated understanding of concepts and techniques. Throughout the year, the Dolan Center Art Gallery showcases a selection of student artwork completed in all Visual Arts courses.

VISUAL ARTS: DIGITAL ART

Full-Year Courses

- AP Art Portfolio (*1 credit*)

Semester Courses (*all ¼ credit*)

- Digital Design and Illustration I
- Digital Design and Illustration II
- Motion Arts I
- Motion Arts II
- Advanced Media Arts I
- Advanced Media Arts II
- Digital Animation I

COURSE DESCRIPTIONS

6291 Digital Design and Illustration I (*Grades 9-12*) Students are introduced to a variety of new media concepts through project-based learning. Each guided project introduces several new concepts and processes so that by the end of the semester, students will have filled their digital toolbox with a variety of skills. Projects build upon each other so that early concepts are reinforced throughout the course, ultimately leading to an independent experience. Students will learn basic illustration techniques and how to work with text, photo compositing, lighting, and texture. Students will work primarily with iPads and Apple Pencils to develop a work ethic that supports them in utilizing the elements and principles of art and design from sketch to final product. (*Semester course, ¼ credit*)

6292 Digital Design and Illustration II (*Grades 9-12; Prerequisite: Digital Design and Illustration I*) Students build upon the knowledge they gained in Digital Design and Illustration I to create semi-guided projects with more choice and independent development. Projects review technical concepts from the previous course and begin to build upon more advanced artistic techniques, such

as how process and choice of digital materials impact the concept and message. Students will spend time critiquing work with one another and will begin reflecting with the group on how to manage challenges and how to improve their own methods. Students continue to work with iPads and Apple Pencils to further develop and refine their work. *(Semester course, ¼ credit)*

6298 Digital Animation I *(Grades 10-12; Prerequisite: Digital Design and Illustration II)* In this course, students build upon the knowledge they gained in Digital Design and Illustration II and begin to think about how to create art that moves over time. Students continue to work with iPads and Apple Pencils to further develop their learning in Procreate Dreams (sister software to Procreate). Students will simultaneously watch and analyze examples of different animation styles to better understand the principles of animation. The course includes basic animation techniques, rotoscoping, lip syncing, sound editing, and animation best practices. *(Semester course, ¼ credit)*

6293 Motion Arts I *(Grades 9-12)* In this course, students will learn the building blocks of film and animation through a combination of hands-on projects and through dissecting films in class. Because film requires group work, students will have opportunities to both take the lead on projects and support others in their creative journeys. Students will learn basic camera techniques, simple scriptwriting, storyboarding, and editing as well as how to animate brief shorts films. Learn what goes into making your favorite on-screen entertainment so that you can begin to tell your own stories! *(Semester course, ¼ credit)*

6294 Motion Arts II *(Prerequisite: Motion Arts I)* In this continuation course, students will build upon the basics to learn more advanced filmmaking and animation techniques. With an emphasis on individual storytelling, students will learn higher-end camera operation as well as greenscreen, lighting, and Foley sound. Students will be expected to develop their artistic voice as well as their filmmaking style in this project-based course through discussion and critique of both group and individual work. *(Semester course, ¼ credit)*

6295 Advanced Media Arts I *(Prerequisite: Digital Design and Illustration II, Motion Arts II, or Digital Photography II)* In this unique course, students who have previously completed levels I and II of any digital art courses are invited to expand their artistic voices with an emphasis on idea generation, development, and execution. Students from multiple disciplines come together to explore prompt-based projects. Each student is challenged to respond to prompts in their own unique way within their specific medium(s) of study. The group then discusses how each individual came up with their answer to the prompt and how different each response can be. This course is designed to act as a bridge between guided, assignment-based projects of prerequisite courses and the completely independent curriculum of AP Studio Art for students who wish to continue with their studies. *(Semester course, ¼ credit)*

6296 Advanced Media Arts II *(Prerequisite: Advanced Media Arts I)* In this continuation course, students further develop their abilities in idea generation, development, and execution in

preparation for AP Studio Art. Please note, this course is the highest level of study available for motion arts, as film and animation are not acceptable mediums for AP Studio Art, per the College Board. *(Semester course, ¼ credit)*

6024 AP Art Portfolio *(Grades 11- 12; Prerequisites: three consecutive levels of studio, photography, or digital art courses in Grades 9-11; portfolio interview; and teacher approval)* This course provides an enriching and challenging studio situation for the highly motivated and advanced art student. The emphasis is on continued preparation and development of a portfolio under the guidelines set forth by the College Board. Students are required to develop a Sustained Investigation in an area of study and are expected to demonstrate their creative process through practice, experimentation, and revision of a body of artwork that is independently designed and executed. Students must demonstrate sufficient independent skill in an artistic discipline, as determined by teacher review in the preceding spring. All work will be accompanied by a written statement describing their process and artistic objectives. Time outside of class may be required. Each student will be expected to work with the instructor in maintaining a digital portfolio of their artwork for submission to the College Board in May, and will prepare and mount a spring exhibit in the gallery. The digital portfolio may also be used by the student as supplemental material for college applications. *(Full year, 1 credit)*

VISUAL ARTS: PHOTOGRAPHY

Full-Year Courses

- AP Art Portfolio *(1 credit)*

Semester Courses *(all ¼ credit)*

- Digital Photography I
- Digital Photography II
- Film Photography I
- Film Photography II

COURSE DESCRIPTIONS

6274 Digital Photography I *(Grades 9-12)* In this introductory class, students will learn the basics of digital photography with an emphasis on composition, storytelling, and editing. Students will study professional photographers as well as the work of their peers to learn compositional rules unique to photography, value, and editing. Students will learn how to manipulate their original photographic material to tell a story and represent their own unique perspective of the world through a visual lens. *(Semester course, ¼ credit)*

6275 Digital Photography II *(Prerequisite: Digital Photography I)* This continuation course enables students to develop their strengths in digital photography as they expand their technique and application of ideas. Emphasis is placed on learning how to edit original photographs using digital

software. Each unit is designed to target a specific topic both of technical and aesthetic importance. Students will explore different ways in which to approach their individual ideas. Students will also continue to develop their analytical skills as they participate in class critiques and study the work of historical and contemporary photographers. *(Semester course, ¼ credit)*

6260 Film Photography I *(Grades 10-12; Prerequisite: Studio Art I)* In this course, students will be immersed in the traditional and unique process of darkroom photography. Students will explore the fundamentals of the photographic process while being introduced to the manual camera and its functions, such as shutter speed, film speed, and aperture. Through the process of learning how to take a quality photo, developing rolls of film, and enlarging and printing their original images in the darkroom, students will discover how light and time are the basic elements of this time-honored art form. *(Semester course, ¼ credit)*

6261 Film Photography II *(Prerequisite: Film Photography I)* This continuation course enables students to further develop their visual strengths as a photographer as they sharpen their technical skills. Students will explore creative processes and techniques, both in and out of the darkroom, such as cyanotype, double exposure, and alteration of film negatives. Students will also continue to develop their analytical skills as they participate in class critiques and study the work of master photographers. *(Semester course, ¼ credit)*

6024 AP Art Portfolio *(Grades 11- 12; Prerequisites: three consecutive levels of studio, photography, or digital art courses in Grades 9-11; portfolio interview; and teacher approval)* This course provides an enriching and challenging studio situation for the highly motivated and advanced art student. The emphasis is on continued preparation and development of a portfolio under the guidelines set forth by the College Board. Students are required to develop a Sustained Investigation in an area of study and are expected to demonstrate their creative process through practice, experimentation, and revision of a body of artwork that is independently designed and executed. Students must demonstrate sufficient independent skill in an artistic discipline, as determined by teacher review in the preceding spring. All work will be accompanied by a written statement describing their process and artistic objectives. Time outside of class may be required. Each student will be expected to work with the instructor in maintaining a digital portfolio of their artwork for submission to the College Board in May, and will prepare and mount a spring exhibit in the gallery. The digital portfolio may also be used by the student as supplemental material for college applications. *(Full year, 1 credit)*

VISUAL ARTS: STUDIO ART

Full-Year Course

- AP Art Portfolio *(1 credit)*

Semester Courses *(all ¼ credit)*

- Studio Art I
- Studio Art II
- Studio Art III
- Advanced Studio Art
- Ceramics I
- Ceramics II
- Advanced Ceramics
- Art and Community

COURSE DESCRIPTIONS

6100 Studio Art I is designed to help students become visual problem solvers while gaining experience for future studio art courses. Students will be introduced to the elements and principles of design and discover how they support the creation of a successful work of art. Through experiences in drawing, painting, and printmaking, students will explore new materials and techniques, and will develop their ability to visually problem-solve by responding to a given prompt/concept offered by the instructor. As they strengthen their artistic confidence and develop their ability to take creative initiative based on personal interests, students have time to experiment in their sketchbooks with various techniques and materials, and are given leeway for self-expression in each of the projects. This course is a prerequisite for all other studio art courses. *(Semester course, ¼ credit)*

6102 Studio Art II *(Prerequisite: Studio Art I)* This course continues to aid students in becoming visual problem-solvers while gaining experience necessary for advanced-level studio art courses. They will have the opportunity to work with new drawing, painting, printmaking, and design materials and processes to develop their artistic voice, and there is much leeway for self-expression in each of the projects as they respond to a given prompt/concept offered by the instructor. There will also be a final project based on personal interests. Students discuss their idea with their teacher/mentor but make their own decisions about which mediums they would like to explore for this project and how they envision expressing their ideas. It is a required course for any student interested in enrolling in Studio Art III, Studio Art IV, all advanced studio art courses, and AP Art Portfolio. *(Semester course, ¼ credit)*

6104 Studio Art III *(Pre-AP; Prerequisite: Studio Art II)* Expanding materials and processes in drawing, painting, printmaking, and design, this class is for advanced students who will engage in challenging work and explore visual problems of greater complexity. Works developed in this class can be used as a visual art supplement to a college application. It is highly recommended for any student seriously interested in studio arts. *(Semester course, ¼ credit)*

6101 Advanced Studio Art *(Prerequisites: Studio Art I, II, and III)* In this studio course, students make self-driven artistic choices that utilize any of the materials and processes learned in Studio Art I, II,

and III. Using their prior knowledge and guidance from the instructor, students initiate projects reflective of personal interest. Emphasis will be placed on documentation of the artistic process and self-discovery. It is expected that students are motivated to develop and refine their creative ideas and, in the process, strengthen their artistic voice and visual problem-solving skills. *(Semester course, ¼ credit)*

6201 Art and Community *(Grades 10-12; Prerequisite: Studio Art I)* This semester-long fall course explores what it means to engage in art-making alongside students of varied ages and abilities within our school community. Students will research the history of public and community art and explore the role that the visual arts has played in community activism through a Quaker lens. Emphasis in this course will be placed on developing and co-teaching collaborative art experiences with our Lower School students with the intention of fostering a community of belonging. *(Semester course, ¼ credit)*

6220 Ceramics I *(Grades 10-12; Prerequisite: Studio Art I)* This studio course introduces students to the properties of clay. Students will make self-driven choices about the projects they wish to explore as they gain confidence and experience in this medium. Students discuss their ideas with their teacher/mentor but make their own decisions about which technique they would like to explore for this project and how they envision expressing their ideas. Materials, processes, and techniques include coil, slab, use of drape molds, sculpture, throwing on the wheel, hand building, glazing, and firing, and will include demonstrations by instructors. *(Semester course, ¼ credit)*

6221 Ceramics II *(Prerequisite: Ceramics I)* Students will explore more fully the potential of clay through a variety of sculptural, decorative, and utilitarian approaches. Students discuss their ideas with their teacher/mentor but make their own decisions about which technique they would like to explore for this project and how they envision expressing their ideas. Student choice will facilitate their understanding of clay aesthetics and self-expression. *(Semester course, ¼ credit)*

6222 Advanced Ceramics *(Prerequisites: Ceramics I and II)* In this studio course, students make self-driven artistic choices that utilize any of the processes learned in Ceramics I and II. Using their prior knowledge and guidance from the instructor, students initiate projects reflective of personal interest. Emphasis will be placed on the artistic process and self-discovery. It is expected that students are motivated to develop and refine their creative ideas and, in the process, strengthen their artistic voice and visual problem-solving skills. *(Semester course, ¼ credit)*

6024 AP Art Portfolio *(Grades 11- 12; Prerequisites: three consecutive levels of studio, photography, or digital art courses in Grades 9-11; portfolio interview; and teacher approval)* This course provides an enriching and challenging studio situation for the highly motivated and advanced art student. The emphasis is on continued preparation and development of a portfolio under the guidelines set forth by the College Board. Students are required to develop a Sustained Investigation in an area of study and are expected to demonstrate their creative process through practice, experimentation, and

revision of a body of artwork that is independently designed and executed. Students must demonstrate sufficient independent skill in an artistic discipline, as determined by teacher review in the preceding spring. All work will be accompanied by a written statement describing their process and artistic objectives. Time outside of class may be required. Each student will be expected to work with the instructor in maintaining a digital portfolio of their artwork for submission to the College Board in May, and will prepare and mount a spring exhibit in the gallery. The digital portfolio may also be used by the student as supplemental material for college applications. *(Full year, 1 credit)*

Quaker Life: Principles and Practices

Religious study and practice is an ongoing experience at Friends Academy. The influence of Quakerism in the life of the school demands that teachers and students strive for an informed sense of community, harmony, equality, and simplicity in classroom settings, Meetings for Worship, the work program, and service to the wider community.

Required

- Wellness, Health, and Quakerism (Grade 9)
- Senior Reflections(Grade 12)
- Quaker Meeting for Worship (Grades 9-12)

COURSE DESCRIPTIONS

6508 Wellness, Health, and Quakerism (*Grade 9, Required*) This course presents a distinctive and integrated experience that merges health and wellness with the principles of Quaker education. Designed to support students as they embark on their Upper School journey, it serves as an introduction to the faith, practice, and history of the Religious Society of Friends (Quakers). Throughout the course, students not only explore the Quaker tradition but also engage in reflective exercises to understand how this faith tradition shapes our school community. Simultaneously, the curriculum tackles contemporary health concerns, offering students relevant information on topics such as current health trends, wellness practices, and issues pertinent to their well-being. The ultimate goal is to provide a holistic educational experience that seamlessly combines faith, self-reflection, and practical skills for personal well-being. This unique blend creates a comprehensive learning environment that empowers students with both a strong foundation in Quaker values and essential life skills for navigating their Upper School journey. (*Required course, meets all year, ¼ credit each semester*)

6141 Senior Reflections (*Grade 12, Required*) This seminar-style course asks students to draw from life experiences, engage in intentional reflection, and participate in experiential activities with their peers. The course sets out to explore a collection of themes in a content arc that reflects the interests and needs of our student collective. Our themes include relevant topics in Quakerism, philosophy, and religion, as well as relevant experiences and literature about identity, history, relationships, gratitude, leadership, self-evolution, and legacy. When this course is taught by a team of faculty, students can expect each section to be unique in its journey. Classes also practice guided mindfulness, and students reinforce their learning of Quaker practices for meeting and clerking. Students also keep a journal over the course of the semester. Our areas of skill learning also include active listening, effective speaking, leadership studies and development, personal development (e.g., emotional intelligence), professional development (time-management), and wellness. (*Required course, meets one semester, ¼ credit*)

Quaker Meeting for Worship (Grades 9-12) All students and teachers in the Upper School are expected to attend the Meeting for Worship once each week. This, “the most important appointment of the week,” interrupts our busy lives and gives time for reflection.

Physical Education and Interscholastic Athletics

A physical education or interscholastic athletic credit is *required* for students in Grades 9, 10, 11, and 12 in order to graduate. Students must earn eight physical education or interscholastic athletic credits by the end of their senior year to graduate. One season of interscholastic athletics or one semester of physical education equates to one credit.

To receive credit, a student must attend and participate in a minimum of 80% of the classes every term. Assessments and daily grading are based on a rubric that addresses three areas:

- Application of fitness concepts
- Application of movement concepts
- Application of personal and social responsibility

Students who fail to meet this requirement will not receive credit and will be required to complete their physical education requirement in the summer.

The philosophy of the program is to promote sound principles of physical, social, and psychological development through well-organized physical education and dance classes as well as interscholastic athletics. The curriculum stresses the importance of maintaining an active and healthy lifestyle through a variety of leisure-time activities as well as an exposure to the more conventional team activities. Wellness concepts are included in the curriculum to help students develop habits and skills that contribute to overall physical and mental well-being.

Participation in a team sport or in the winter strength and conditioning or cardio-fitness programs after school satisfies a student's physical education requirement for that season.

Physical Education Curriculum

- Sport Education
- Cardio-Fitness
- Weight Training
- Dance
- Yoga and Pilates

Boys Team Sports (JV = Junior Varsity, V = Varsity)

- JV and V Baseball
- JV and V Basketball

- JV and V Crew
- V Cross-Country
- JV and V Football
- V Golf
- V Ice Hockey
- JV and V Lacrosse
- JV and V Soccer
- Squash
- JV and V Tennis
- V Indoor and V Outdoor Track

Girls Team Sports (JV = Junior Varsity, V = Varsity)

- JV and V Basketball
- V Cheerleading
- JV and V Crew
- V Cross-Country
- JV and V Field Hockey
- V Golf
- JV and V Lacrosse
- JV and V Soccer
- JV and V Softball
- Squash
- JV and V Tennis
- V Indoor and Outdoor Track

6721 Dance I

6722 Dance II

(Prerequisite: Only by audition or instructor approval) Dance is a strong choice for students who enjoy movement and are interested in learning more. Students with a love of dance are welcome, whatever their background in technique – ballet jazz, tap, lyrical, hHip-op, street, etc. Students will learn more about the body in motion and the creative process. These classes may be applied to either PE or art requirements. *(Full year, ½ credit)*

6720 Advanced Expressions in Dance I

6723 Advanced Expressions in Dance II

(Prerequisite: only by audition or instructor approval) These courses may be taken for two years and provide intense study in technical and choreographic skills. Students develop a personal creative process, choreograph, and learn repertoire. These courses may be applied to either PE or art requirements. *(Full year, ½ credit)*

Health and Wellness

6508 Wellness, Health, and Quakerism (*Grade 9, Required*) This course presents a distinctive and integrated experience that merges health and wellness with the principles of Quaker education. Designed to support students as they embark on their Upper School journey, it serves as an introduction to the faith, practice, and history of the Religious Society of Friends (Quakers). Throughout the course, students not only explore the Quaker tradition but also engage in reflective exercises to understand how this faith tradition shapes our school community. Simultaneously, the curriculum tackles contemporary health concerns, offering students relevant information on topics such as current health trends, wellness practices, and issues pertinent to their well-being. The ultimate goal is to provide a holistic educational experience that seamlessly combines faith, self-reflection, and practical skills for personal well-being. This unique blend creates a comprehensive learning environment that empowers students with both a strong foundation in Quaker values and essential life skills for navigating their Upper School journey.

6509 Critical Health Issues (*Grade 10, Required*) This class is an interactive, student-centered course focused on critical health issues confronting today's young adults. Through the use of class discussions, films, and group work, the goal is to develop positive decision-making skills that students can practice long after they leave Friends Academy.

Overnight Experiences

Grade Nine Class Trip (*Grade 9, Required*) This trip to Frost Valley in upper NY state provides a social experience in an outdoor education environment. Students participate in backpacking, canoeing, climbing, and overnight camping on a three-day trip with Friends Academy teachers. This trip also provides an opportunity for the many new students to meet new friends and begin to transition socially to their class.

Grade Ten Class Trip (*Grade 10, Required*) This trip to Philadelphia provides students with an experiential immersion in an American city where William Penn first established some of the foundations of Quaker life in this country. Students have opportunities to visit The Arch Street Meeting House and some other historical landmarks, and they also have a chance to bond as a class on this overnight trip mid-year.

Grade 11 Trip (*Grade 11, Required*) This trip to Washington, DC, provides students with an opportunity to connect what they are learning in their American literature and history courses with a visit to the nation's capital. The trip is also focused on core elements of our Quaker testimonies. The QPCE, History, and English Departments develop a unique and exciting itinerary for the junior class. They have an opportunity to see a play, visit historic museums and sites in D.C., including the Holocaust museum and the African-American History museum.. This trip also provides the opportunity for students to bond as a class.

Other Programs

Driver Education: Students age 16 and over may elect to take Driver Education at Friends Academy. The course is offered twice during the academic year, contingent on sufficient interest. Announcements are made concerning sign-up for Driver Education. Anyone wishing to take this course must have a NY State permit at the start of the program. Since enrollment is limited, students with earliest birth dates are given preference. There is a fee for this course. See the Administrative Assistant to the Upper School Principal for registration information and cost.

Independent Study for Grades 11 and 12: Students wishing to conduct an independent study must complete an Independent Study Application and submit it to the Principal at least one month before the start of the term in which the independent study will be conducted. The description of the project should be thorough and detailed, including a timeline, a list of work to be completed, and means of assessing the student's performance and learning. A faculty sponsor who has agreed to support the project must sign the application. The student will be asked to present their independent study proposal to the Upper School Academic Council, which will make a recommendation regarding approval to the Principal.

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270 Duck Pond Road, Locust Valley, NY 11560 | www.friendsacademy.org

