



2026-27
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.

Table of Contents

Objectives	4
Planning a Program of Study	7
Graduation Requirements	7
Quantitative and Qualitative Definition of Grades	10
Course Drop/Add Policy	11
Grading Policy	11
Course Credit	12
Cum Laude	12
Course Descriptions	13
English	13
History and Social Studies	20
Mathematics	26
Science	30
Computer Science	36
World Languages and Cultures	39
Interdisciplinary Studies: Problem-Based Learning Courses	52
Visual and Performing Arts	53
Quaker Life: Principles and Practices	65
Physical Education and Interscholastic Athletics	66
Health and Wellness	68
Overnight Experiences	68
Other Programs	69

Friends Academy Upper School

Course of Study 2026-2027

Welcome to the 2026-2027 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. Service learning opportunities and research are offered in some of our courses, and especially as a part of the AP Language and Culture courses. 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 programs, 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: Our program is organized by fall, winter and spring seasons where students may choose to take a physical education class or participate with one of our school teams. Students may receive one physical education or interscholastic athletic credit per season. Our graduation requirement is at least 8 physical education credits out of a possible 12 seasons with at least one credit being earned in each year. 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 a minimum of six academic credits each year with at least five major courses. Minor required and elective courses count toward the 6 credits but PE courses do not. Under certain circumstances, a student may take between four and up to 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.

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).

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): Foundations in Literature in Grade 9; Global Literature or AP Seminar 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 or AP European History in Grade 10; U.S. History or AP U.S. History in Grade 11. Students taking AP European History are required to take an additional semester or

yearlong global studies elective of their choice in grades 10-12. 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): Two years of language study are required, with completion through at least the 3rd year level, e.g. French 3, Chinese 3, Latin 3, or Spanish 3. We recommend that students continue through the 4th or 5th year of language courses.

ARTS: One and a half arts credits are required for graduation. Two or more years of arts are recommended.

QUAKER LIFE: The Senior Reflections course in Grade 12 is a required course. 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.

PHYSICAL EDUCATION (FOUR YEARS): Students may earn credit for physical education classes or for playing on an interscholastic team. At least one physical education or interscholastic athletic credit per year is *required* for students in Grades 9, 10, 11, and 12 in order to graduate. Students must earn a total of 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. Dance classes may count toward physical education credit or arts but not both.

HEALTH: Health courses in Grades 9 and 10 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, juniors and seniors are permitted to take no more than four AP courses simultaneously, with the exception of AP courses in computer science and world languages. Freshman and sophomores will be permitted to take up to three AP courses simultaneously with no exceptions.*

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 a student's participation on the exam when weighing their 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 the fall 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.

QUANTITATIVE AND QUALITATIVE DEFINITION OF GRADES

A+ (97-100%)	Performance demonstrating excellent understanding
A (93-96%)	and application of concepts, and high skill level,
A- (90-92%)	thorough assimilation of detail, originality of thought and keen insight into the subject.

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, 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 Veracross:

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, 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)

- Foundations in Literature: Inquiry and Analysis (Grade 9, required)
- Global Literature or AP Seminar (Grade 10, required / departmental recommendation for AP Seminar)
- 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 (Grades 10-12, departmental recommendation)
- AP Research (prerequisite: AP Seminar, teacher approval)

Fall Semester Courses (for seniors)

- Journalism: Theory and Practice
- Great Books: The Hero’s Journey
- Creative Writing
- Playwriting

Spring Semester Courses (for seniors)

- Speech and Debate
- Narrative and African American Identity
- Great Books: Nature & Humanity

Trimester Courses: Advanced English Offerings

- Great Books Intensive (application-based)
- Writers Workshop Intensive (application-based)
- Roger Erickson Writing Fellowship (application-based)

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

FOUNDATIONS IN LITERATURE: INQUIRY AND ANALYSIS (*Grade 9, Required*) English 9 establishes the foundational human skills of critical thinking, close-reading, and evidence-based writing. By exploring a variety of genres, students investigate the "timeless" record of the human spirit while developing the "timely" ability to discern meaning and perspective in a complex world. Writing instruction emphasizes process over product, mastering three essential modes: the personal narrative, the persuasive argument, and literary analysis. To prepare for the choice between Global Literature or AP Seminar in 10th grade, students will practice the mechanics of academic inquiry, including how to evaluate sources, integrate evidence, and cite materials according to MLA style. Ultimately, we use language and literature to engender respect and compassion, equipping students with the tools to "make meaning" of their own experiences and lead lives of integrity. (*1 credit*)

GLOBAL LITERATURE IN ENGLISH (*Grade 10, Required unless enrolled in AP Seminar*) 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. (*1 credit*)

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. (*1 credit*)

FULL-YEAR SEMINAR COURSES

AP SEMINAR (*Grade 10 & 11 or 12; departmental recommendation*) 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*)

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*)

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)*

SEMESTER SEMINAR COURSE DESCRIPTIONS

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)*

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)*

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)*

JOURNALISM: THEORY AND PRACTICE *(Grade 12)* In our era of accelerated information, journalism remains a vital pillar of a free society. This course operates as a professional newsroom, transforming students into investigative thinkers and ethical storytellers. Through an intensive study of the craft—guided by the works of trailblazing journalists and modern Pulitzer Prize winners—students will master the mechanics of reporting: researching, interviewing, and narrative structure.

The curriculum moves beyond the basics to explore diverse genres, including feature news, op-eds, and long-form culture writing. As a workshop-based course, students will take ownership of the full publication cycle, from initial pitch to collaborative editing. The semester culminates in a professional-grade collaborative publication. This course is an ideal lab for leaders within the *Inkwell* committee and any student looking to develop a powerful, disciplined voice in the "messy conversation" of the modern world. *(Fall, ½ credit)*

PLAYWRITING *(Grade 12)* This course guides students through the fundamental elements of crafting original theatre, focusing on dramatic structure and how to translate creative ideas into scripts for the stage. The course will explore essential components of character development, dramatic conflict, and crafting compelling dialogue. Students will learn how to give and receive constructive feedback, revise their work, and develop a portfolio of short scenes and ten-minute plays. *(Fall, ½ credit)*

TRIMESTER COURSE DESCRIPTIONS: ADVANCED ENGLISH OFFERINGS

ADVANCED 10-12 INTENSIVES

Students may take two Advanced Intensives per school year. Intensives meet once per week during a PE/Study Hall block. The application process for courses opens before each trimester begins. Fall 2026 applications will open late Spring 2026.

An Important Note on Credits: These Advanced Intensives are designed as supplemental enrichments to the core English curriculum. They cannot be bundled or used to replace required semester or full-year English courses. Instead, these 1/4 credits are recorded as academic distinctions on the student transcript. Students who demonstrate exceptional engagement and work may pass the course with "High Honors" (Distinction).

GREAT BOOKS *(Grades 10-12, application-based)* Great Books intensives offer a scholarly "deep dive" into a specific author's canon or a singular, landmark text. Meeting weekly, these sessions are reading-intensive and centered on high-level, student-led discussion. Students are challenged to move

beyond surface-level themes to analyze what it means to create and engage with works of great literary merit and lasting significance. By focusing on a narrow body of work, students gain the time and space to practice the tools of advanced literary criticism and explore the complex ideas that have shaped the human spirit through the ages. (*1/4 credit, P/F with Distinction*)

Fall '26 Offerings

King Lear: Text and Performance

Beowulf and Grendel: Heroes and Monsters

Long Island Poets: The Literary Landscape

Intertextuality in Wallace Stegner's *Crossing to Safety*

WRITERS WORKSHOP (*Grades 10-12, application-based*) Writers Workshop intensives provide a "deep dive" into a specific genre of writing, such as poetry, short fiction, or creative nonfiction. Meeting weekly, these sessions are writing-intensive and discussion-based, challenging students to master the architecture of their chosen craft. Students develop their unique artistic voice by openly sharing creative work and seeking constructive feedback within a dedicated community of committed writers. By focusing on the iterative process of drafting and revision, students learn to "let their lives speak" through their written word, culminating in a refined understanding of the relationship between the writer, the text, and the audience. (*1/4 credit, P/F with Distinction*)

Fall '26 Offerings

Nature Writing: The Stewardship of Attention

Personal Narrative: Writing the Self in the Light

Writing That Works: From Notes to Networks

ROGER ERICKSON WRITING FELLOWSHIP (*Required for participants in the Writing Fellows Program*) Named in honor of Roger Erickson, a legendary figure in the Friends Academy English Department for over three decades, this Fellowship preserves his commitment to the transformative power of the written word. Mr. Erickson believed that writing was not merely an academic task, but a vital human act of "meaning making" and self-discovery. As a scholar and mentor, he challenged students to find their authentic voices and lead lives of integrity. Today, the Fellowship ensures that his devotion to the Humanities remains a cornerstone of the Upper School experience.

Fellows serve as mentors who equip their peers with foundational human skills—clarity, reasoning, and authentic voice—to navigate a changing world. Responsibilities include staffing the Writing Center for one block per cycle, facilitating a craft-based workshop, and participating in ongoing leadership training. Selection is application-based and grounded in the Quaker testimony of service, reflecting a student's dedication to promoting humanities excellence. (*Fall, Winter, and Spring, 1/4 credit, P/F with Distinction*)

HISTORY AND SOCIAL STUDIES

Full-Year Courses

- Foundations of History: Inquiry and Analysis (Grade 9, required)
- Global Interactions or AP European History (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
- Modern Latin American History

Spring Semester Courses

- Herstory: Women in the World, Past and Present
- AP Macroeconomics
- Game Theory

FULL-YEAR COURSE DESCRIPTIONS

FOUNDATIONS OF HISTORY: INQUIRY AND ANALYSIS (*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*)

GLOBAL INTERACTIONS (*Grade 10, Fulfills the tenth grade history requirement*) 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)

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)

AP UNITED STATES HISTORY (*Grade 11, Fulfills U.S. History requirement; Prerequisites: Minimum course grade of A- in Grade 10 History or minimum course grade of B+ in AP European 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)

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)

AP EUROPEAN HISTORY (Grades 10-12; fulfills the tenth grade history requirement. Prerequisites: Minimum course grade of A- in previous year's history class or minimum course grade of B+ in AP U.S. History and departmental approval. Students taking AP European History must also take one additional semester or yearlong global elective during their 10-12th grade year.) 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)

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; fulfills the global elective requirement for AP European History students.) 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)

HONORS ART HISTORY (*Grades 10-12*) Honors Art History is a rigorous, college-level survey course aligned with the AP Art History curriculum. Spanning prehistory to the present and representing diverse global traditions, the course engages students through research, discussion, analytical writing, and an integrated studio component. AP Art History skills are emphasized throughout, particularly written analysis. Students practice visual and contextual analysis, comparative thinking across cultures and time periods, and thesis-driven, evidence-based writing. While grounded in the AP framework, the Honors structure allows for deeper exploration of select movements and themes, including identity, power, activism, cultural exchange, and the evolving role of art in society. The course also builds in flexibility for purposeful detours into student choice, research-based projects that encourage independent inquiry and original, evidence-based conclusions. Students who wish to register for the AP Art History Exam may self-study remaining required works with teacher guidance and support. It is highly recommended that students who take Honors Art History also take Art History in Practice to enrich their experience and learning. *(1 credit)*

ART HISTORY IN PRACTICE (*Grades 10-12; must be enrolled in Honors Arts History*) This course provides a hands-on opportunity for students to recreate the methods and media featured in the Honors Art History curriculum. Projects are designed for every student, from total beginners to experienced artists, and are structured to deepen visual literacy, artistic abilities, and critical thinking skills. Students will engage with a variety of projects, such as Grecian Pottery design, building a Gothic-style architectural model, Renaissance fresco painting, and Japanese printmaking. By aligning directly with the Honors Art History curriculum, this course provides students with a deeper understanding and a creative edge as they experience the history they are studying. *(1/2 credit in arts)*

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

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.)*) 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. (Fall, ½ credit for one semester)

HONORS INTERNATIONAL RELATIONS (*Grades 10-12; Prerequisite: B+ Required in previous year's history course; Grades 10-11 are required to sit for an entrance exam prior to June to demonstrate eligibility for the course; fulfills the global elective requirement for AP European History students.*) 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. The class will primarily be driven by interactive lectures with the occasional simulation, and 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. (Fall, ½ credit for one semester)

MODERN LATIN AMERICAN HISTORY (*Grades 10-12; fulfills the global elective requirement for AP European History students.*) This course explores crucial issues in the history of Latin America from the Independence period through the present. Through an exploration of a variety of sources including literature, art, film, songs and scholarly texts, students will gain a deeper understanding of some of the central historical themes that have shaped Latin American society and politics. The class advances chronologically as well as thematically, covering topics such as nationalism, political economy, U.S.-Latin American relations, revolutionary & counterrevolutionary struggle, and cultural practices. The course will raise the following questions: How does colonialism shape the life conditions of Latin Americans in the present? How have people historically coped with economic inequality, austerity, and political conflict? What kind of political projects and cultural imaginaries have resulted out of processes of revolution and counter-revolution in Latin America and the Caribbean? (Fall, ½ credit for one semester)

SPRING SEMESTER ELECTIVE COURSE DESCRIPTIONS

HERSTORY: WOMEN IN THE WORLD, PAST AND PRESENT (*Grades 10-12; fulfills the global elective requirement for AP European History students*). 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, 1/2 credit*)

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. (*Spring, 1/2 credit for one semester*)

GAME THEORY (*Grade 12*)

Game theory is a new science. Its first real foundation was laid only 70 years ago, but it has rapidly become an important subject. Its basic theory developed in conjunction with the Cold War and much of it was originally applied to international relations. Eventually the theory began to find applications in such diverse fields as economics, business, political science and evolutionary biology. We are now at a point where terms from game theory, such as "zero-sum games" and "the prisoners' dilemma," have become a part of the everyday language in introductory college classes.

The purpose of this course is not to replace an introductory game theory class in college. Students who wish to continue in the discipline will wish to take a more in-depth course. Rather it is to offer students the skills and terminology to understand any basic game theory application in another course, as well as improve their strategic thinking in everyday life. The course does not require any knowledge of high-level mathematics or statistics. Of course the subject is inherently quantitative; students scared of math will not flourish in it. But the most basic high school algebra – for example,

the ability to solve two linear equations in two unknowns – suffices for almost everything we will attempt. (*Spring, 1/2 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 1/2-Credit Courses

- Linear Algebra
- Multivariable Calculus

FULL-YEAR COURSE DESCRIPTIONS

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)*

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)*

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)

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)

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)

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, polar equations and various trigonometric identities. (1 credit)

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 limits and derivative functions. 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)

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)*

CALCULUS *(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)*

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)*

AP STATISTICS *(Prerequisites: Algebra II and Trigonometry 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)*

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)*

HONORS DIFFERENTIAL CALCULUS *(Prerequisites: B in 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)

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

LINEAR ALGEBRA (Prerequisite: Algebra II and Trigonometry & 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)

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, directional 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 or a Biology-based elective, as noted below
- Chemistry or Honors Chemistry
- Physics, Honors Physics or AP Physics 1

Full-Year Courses

- Biology
- Chemistry
- Honors Chemistry
- Physics
- Honors Physics
- AP Biology (fulfills Biology requirement)
- AP Chemistry
- AP Environmental Science (fulfills Biology requirement)
- AP Physics I: Algebra-Based
- AP Physics II: Algebra-Based
- AP Physics C
- AP Psychology
- Marine Biology (fulfills Biology requirement)
- Forensic Science (not offered in 2026-27)
- Human Anatomy and Physiology (fulfills Biology requirement)

Fall Semester Courses

- Organic Chemistry

Spring Semester Course

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

Minor Elective Year-Long Courses

Independent Science Research Sequence (application required)

- Foundations of Science Research (9th-10th)
- Research Methods and Design/Competitions (10th-11th)
- Capstone Research/Competitions (12th)

DNA Barcoding Research

- DNA Barcoding Research
- Advanced DNA Barcoding Research

FULL-YEAR COURSE DESCRIPTIONS

BIOLOGY (*Grade 9, Fulfills Biology course requirement*) This course is for ninth grade students and provides a foundation for further coursework in Biology in the department, including AP Biology, AP Environmental Science, and life-science electives. Our overarching Essential Question for the course, reflective of Quaker tenets, is: *How can we use an understanding of Biology to be better stewards of our Earth and serve the organisms of Earth?* The topics that will be studied in depth include cells, molecules, energy, heredity, and molecular genetics. Class time is spent working with the practices of science, including questioning, observing natural phenomena, planning and carrying out investigations, analyzing and interpreting data, modeling, constructing explanations, and arguing from evidence. Through these practices, students make meaning of the course content and are assessed by hands-on lab investigations, collaborative group work, presentations, quizzes and tests. The final assessment of the year is a capstone project. (1 credit)

CHEMISTRY (*Grade 9-10; Prerequisite: Algebra 1*) 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)

HONORS CHEMISTRY (*Grade 9-10; Prerequisites: Algebra 1, current enrollment in Honors math or departmental approval*).. 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)

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)

HONORS PHYSICS (*Grades 10-12; Prerequisites: A in Chemistry or B in Honors 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)

AP PHYSICS I: ALGEBRA-BASED (Grades 10-12; Prerequisites: A- in Honors 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)

AP PHYSICS II: ALGEBRA-BASED (Grade 11-12; 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)

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)

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 an introductory Physics course 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,

fulfills Biology course requirement)

AP CHEMISTRY (*Grades 10 or 11; Prerequisite: Honors 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)

AP PSYCHOLOGY (*Completed all three science graduation requirements (Biology, Chemistry, Physics) or currently enrolled in introductory Physics course. Preference given to Grade 12.*) 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)

AP ENVIRONMENTAL SCIENCE (*Grades 10-12; Completed or Concurrent 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, *fulfills Biology course requirement*)

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, fulfills Biology course requirement)*

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, fulfills Biology course requirement, offered in alternating years with Forensic Science).*

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, fulfills Biology course requirement, offered in alternating years with Human Anatomy and Physiology, not offered in 2026-27)*

SEMESTER COURSE DESCRIPTIONS

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, 1/2 credit)*

ORGANIC CHEMISTRY *(Grade 11-12. Corequisite or 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, 1/2 credit)*

MINOR ELECTIVE COURSES

SCIENCE RESEARCH

Students have the opportunity to take anywhere from one to four years of Science Research elective courses. The Independent Research Strand develops research skills which allow students to develop their own investigations on a topic of their choice as individuals or in groups, and entrance into this strand requires an application. DNA Barcoding Research is for students who have specific interests in field research and DNA technology to assess the ecology and biodiversity of Long Island species as part of the Barcode Long Island program of the Cold Spring Harbor Laboratory. Students can move between these two research strands if they choose, or follow one of the pathways for multiple years.

INDEPENDENT RESEARCH STRAND *(application required for entry into these courses)*

FOUNDATIONS OF SCIENCE RESEARCH *(Grades 9-10)*

This course introduces students to authentic research within STEM fields. Each student's experience is unique, as they focus their investigations on topics of personal interest. Students will master the scientific method, learn to design and execute controlled experiments, and develop professional habits in data collection and record-keeping. Through a partnership with the DNA Learning Center (DNALC), students will also participate in various "wet labs" covering microbiology, environmental science, and biology.

Success in this program requires students to be comfortable with independent work, resilient in the face of challenges, and committed to meeting deadlines. Students should possess a genuine desire to contribute to the scientific community through their research. This program provides an excellent opportunity to develop essential 21st-century skills—collaboration, communication, critical thinking, and problem-solving—while gaining confidence in public speaking through project presentations. *Please note that students may occasionally need to meet during lunch, before or after school, or on weekends to complete experiments or attend team conferences. (Full year; 1/2 credit)*

RESEARCH METHODS AND DESIGN/COMPETITIONS *(Grades 10-12)*

This course focuses on advanced research methodology and mentor-guided projects. Students will refine their technical writing skills, including drafting abstracts and formal research papers, while sharpening their communication and presentation abilities. The curriculum covers navigating

reputable academic databases, understanding the ethical "pitfalls and wonders" of AI in research, and constructing comprehensive source banks.

Working individually or in small collaborative teams, students will plan and execute investigations to be entered into the Long Island Science and Engineering Fair (LISEF) and JV LISEF. This rigorous program requires self-motivation, the ability to meet strict deadlines, and a commitment to independent study. Students should be prepared for occasional meetings outside of standard school hours for experiments and conferences. A key focus of this year is securing professional mentors for continued research in the 11th and 12th grades. *Please note that students may need to meet during lunch, before or after school, or on weekends to complete experiments or attend team conferences.* (Full year; ½ credit)

CAPSTONE RESEARCH (Grade 12)

Reserved for students who have completed previous research coursework and secured an external mentorship with a university or professional lab, this is a Regeneron-tracked, independent study course. Students receive specialized support in the technical writing and high-level communication skills required to meet the rigorous demands of the Regeneron Science Talent Search (STS) and LISEF.

Capstone students must be highly self-motivated as they finalize their competition entries. Beyond competitions, students will work toward publishing their findings in peer-reviewed scientific journals and will take a leadership role in supporting the Friends Academy Science Research Symposium and the Research Journal in the spring. (Full year; ½ credit)

DNA BARCODING STRAND

DNA BARCODING RESEARCH (Grades 10-11)

This course may be taken in the 26-27 school year by students who have not taken an introductory science research course, or as a second year course for students who took Introductory Science Research this year. Students interested in doing research into Long Island biodiversity of invertebrate species living in local wetland or forest areas may choose to further their research skills by a deep dive into DNA Barcoding. 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, teams collect organisms from local aquatic and forest habitats based on a research question they develop. They utilize DNA barcoding technology, including DNA extraction from collected specimens, PCR, gel electrophoresis, and bioinformatics data science to identify their specimens. The genetic sequences of their collected specimens will be recorded under their names in GenBank, the National Institutes of Health (NIH) genetic sequence database of publicly available DNA sequences. All students will participate in the Barcode Long Island project, and present their findings at a research symposium at the end of the school year. This course is taught in partnership with the Cold Spring

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

ADVANCED SCIENCE: DNA BARCODING RESEARCH *(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 using the advanced biotechnology tool of Metabarcoding. Metabarcoding is a process used to identify multiple species within a single sample such as soil, water or feces, and allows for more complex research questions than typical Barcoding analysis. 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: Mobile App Development
- Post-AP Computer Science: Electronic Design *(not offered 26-27)*
- Post-AP Computer Science: Theory of Computation *(not offered 26-27)*
- Post-AP Computer Science: Algorithms *(not offered 26-27)*

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

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)*

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, ½ credit; offered in alternating years; not offered 2026-27)*

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, ½ credit; offered in alternating years; not offered 2026-27)*

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, ½ credit, offered in alternating years; not offered 2026-27)*

POST-AP COMPUTER SCIENCE: MOBILE APP DEVELOPMENT *(Grades 10-12; Prerequisite: AP Computer Science A and departmental approval)* A hands-on advanced course in coding. Students use Swift and Apple's development tools to design, build, and test iOS applications. The course covers mobile interface design, user interaction, data management, and working with APIs. Projects increase in complexity throughout the semester, leading to a final project where students design and develop a working app prototype. Students leave the course with proficiency in a modern, industry-used programming language and a portfolio-ready project. *(Full year, ½ credit, offered in alternating years)*

SEMESTER COURSE DESCRIPTIONS

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*)

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*)

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*)

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. (*1/2 credit*)

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. (*1/4 credit*)

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. (*1/4 credit*)

WORLD LANGUAGES AND CULTURES

Required

- Two years of language study through at least the 3rd year level of Chinese, French, Latin, or Spanish. Completion of levels 4 and 5 are highly recommended.

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, Chinese 3, Honors Chinese 4; AP Chinese Language and Culture with AP WE Service program option; Post-AP Chinese Literature and Culture
- French 2, Honors French 2, French 3, Honors French 3, French 4, Honors French 4; Global Studies: Honors French Language and Culture Level 5 ; AP French Language and Culture with AP WE Service program option; Post-AP French and Francophone Literature and Culture
- Spanish 1, Spanish 2, Advanced Spanish 2, Honors Spanish 2, Spanish 3, Honors Spanish 3, Spanish 4, Honors Spanish 4; Global Studies: Honors Spanish Language and Culture Level 5; Spanish Senior Seminar; AP Spanish Language and Culture with AP WE Service program option; AP Spanish Literature and Culture
- Latin 1, Latin 2, Latin 3, Honors Latin 4; AP Latin with AP WE Service program option; Post-AP Latin Literature and Culture
- A note about the full-year AP language and culture courses and AP with WE Service program recognition: All of our World Languages and Cultures AP courses will include an option for students to earn the national level AP with WE Service program recognition as part of their AP language and culture course work. The WE Service program option requires students to research a real world issue such as equitable access to education, poverty and its consequences, environmental problems, and other current challenges. Students must then connect that research with a service learning project that they carry out in the local or regional community.

Full-Year 1/2-Credit Courses

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

Semester 1/4-Credit Course

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

CHINESE

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)

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)

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)

AP CHINESE LANGUAGE AND CULTURE WITH AP WE SERVICE PROGRAM OPTION (*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)

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

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)

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)

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)

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)

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)

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)

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)

AP FRENCH LANGUAGE AND CULTURE WITH AP WE SERVICE PROGRAM OPTION (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)

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

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)

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 3. (1 credit)

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)*

HONORS SPANISH 2 *(Grades 9-12; Prerequisites: A or above in Spanish 1, 80th 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 80th percentile by the end of May)* This is an accelerated Spanish 2 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)*

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)*

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)

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)

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)

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)

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, political 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)

AP SPANISH LANGUAGE AND CULTURE WITH AP WE SERVICE PROGRAM OPTION (*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)*

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

Students in the Latin program may have the opportunity to accelerate their Latin studies during their Friends Academy high school career. In exceptional cases, a student may be permitted to do intense summer study as part of an accelerated Latin program. Any student who is interested in pursuing this path needs to speak directly with the Latin teacher during their sophomore year for requirements. Additional guidelines are available in the World Languages and Cultures course placement document.

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)*

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)

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)

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)

AP LATIN WITH AP WE SERVICE PROGRAM OPTION (*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)

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

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)

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)

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

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 fall-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

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 spring-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

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. (*1/2 credit for one semester*)

SPRING SEMESTER COURSES

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. (*1/2 credit for one semester*)

CHESS

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, 1/2 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

Semester Courses

- Music Studio I, II

- Music Theory
- Music Appreciation I, II

FULL-YEAR COURSE DESCRIPTIONS

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, 1/2 credit*)

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, 1/2 credit*)

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, 1/2 credit*)

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, 1/2 credit*)

SEMESTER COURSE DESCRIPTIONS

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 art credit*)

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*)

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*)

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

DANCE I

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)*

ADVANCED EXPRESSIONS IN DANCE I

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

- Advanced Performance Studies I
- Advanced Performance Studies II

Semester Courses

- Theater I, II, III and IV
- Stagecraft I, II and III
- Stagecraft Apprenticeship Program
- Playwriting
- Improvisation
- Performance Lab

FULL-YEAR COURSE DESCRIPTIONS

ADVANCED PERFORMANCE STUDIES I *(Full year, 1 credit)*

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

THEATER I: COMMUNICATION THROUGH PERFORMANCE *(Grades 9-10)* This introductory course explores the fundamentals of American acting techniques and is tailored to fit both serious theater students and students interested in developing their public speaking and communication skills. Students will learn how to analyze and understand dramatic texts, experimenting with various approaches of how to bring the text to life. Each student will begin to craft a personal approach they will be able to apply to any performance or presentation. (One semester, 1/4 credit)

THEATER II: CHARACTER DEVELOPMENT *(Grades 9-10, Pre-requisite Acting I)* This course moves into more advanced character development, focusing on Stanislavsky-based acting techniques of Objectives and Tactics. Students will dive deeper into text analysis to understand what drives a character, developing skills to communicate complex motivations and behaviors to an audience. (One semester, 1/4 credit)

THEATER III: TEXT ANALYSIS AND INTERPRETATION *(Graded 10-11, Pre-requisite: Acting II or departmental approval)* A continuation of Acting II, students will explore more challenging texts from different eras, learning how to make them meaningful and relevant to modern audiences. (Half Year, 1/4 credit)

THEATER IV: CORE TECHNIQUES *(Grades 10-11, Pre-requisite: Acting III or departmental approval)* Continuing the work of Acting III, this course focuses on sharpening technique comprehension and usage, expanding each student's acting range, and building self-assessment skills. (One semester, 1/4 credit)

PLAYWRITING *(Grades 10-12)* This course guides students through the fundamental elements of crafting original theatre, focusing on dramatic structure and how to translate creative ideas into scripts for the stage. The course will explore essential components of character development, dramatic conflict, and crafting compelling dialogue. Students will learn how to give and receive constructive feedback, revise their work, and develop a portfolio of short scenes and ten-minute plays. *(Full Time Semester Course, 1/2 credit; English credit for Seniors, Fall)*

IMPROVISATION *(Grades 9-12)* This course introduces the core principles of theatrical improvisation, focusing on developing the essential skills of spontaneity and collaborative storytelling. Students will engage in exercises designed to build confidence, silence the inner critic,

and practice the fundamental rule of "Yes, And..." to instantly accept and expand upon a partner's idea. Key areas of focus include active listening, character creation, recognizing and heightening dramatic offers, and developing strong narrative structures without a script. This class will offer powerful tools for developing quick thinking, mental flexibility, teamwork, and problem-solving skills that are critical for navigating rapid changes and unexpected challenges in academic, social, and future professional environments. (One semester, 1/4 credit, Fall or Spring)

PERFORMANCE LAB: DOCUMENTARY & VERBATIM THEATER (Grades 9-12) In this course, students explore the art of transforming lived experiences/stories into compelling theatre. Using documentary and verbatim performance techniques, they will research, conduct interviews, transcribe audio recordings verbatim, and collaborate to create performances that amplify authentic voices and lived experiences. Emphasizing ethical storytelling, psychology, ensemble work, and creative interpretation, students will build a rich toolkit of arts-based qualitative research methods, including effective interviewing, thematic analysis, and shaping raw testimony into dynamic scripts. This work is rooted in cultivating empathy and honoring the lived experiences of others. Students will develop skills in character embodiment, narrative and script construction, and performance technique, ultimately crafting original pieces that illuminate real-world perspectives and spark meaningful conversation. (One semester, 1/4 credit, Fall)

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. (One semester, 1/4 credit)

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. (One semester, 1/4 credit)

STAGECRAFT III (Grades 10-12, Prerequisite: Stagecraft II) This class applies their skills to hands-on set construction supporting the Upper and Middle School Theater Season. Students will have opportunities to hone their carpentry skills and understanding of scenic design with projects and building support which will be featured in main stage productions. (One semester, 1/4 credit)

STAGECRAFT APPRENTICESHIP PROGRAM (Grades 10-12; Prerequisites: Stagecraft III, 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. *(Full year, ½ credit)*

VISUAL ARTS

The Upper School Visual Arts program offers students the opportunity to immerse themselves in experiences that include studio art (drawing, painting, printmaking), ceramics, digital design and photography (darkroom and digital). 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: CERAMICS

Full-Year Course

- AP Art Portfolio *(1 credit)*

Semester Courses *(all ¼ credit)*

- Ceramics I
- Ceramics II
- Ceramics III
- Advanced Art Seminar
- Pre-AP Art Seminar

COURSE DESCRIPTIONS

CERAMICS I *(Grades 9-12)* 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 each 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)*

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 each project and how they envision expressing their ideas. Student choice will facilitate their understanding of clay aesthetics and self-expression. (*Semester course, ¼ credit*)

CERAMICS III (*Prerequisites: Ceramics 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*)

ADVANCED ART SEMINAR (*Grade 10-12; Prerequisite: level III of any Visual Arts class*) (*Semester course, ¼ credit*) Advanced Art Seminar is an intensive, studio-based course designed for students ready to pursue independent artistic exploration in their chosen discipline. Emphasizing independence and professional practice, the course shifts the focus from teacher-led assignments to student-driven inquiry. Students will select a specific discipline and navigate the full lifecycle of their creative works: the initial spark of an idea, research and development, proposal, execution, feedback, revision and ultimately, its final presentation in a professional gallery setting. (*Semester course, ¼ credit*)

PRE-AP ART SEMINAR (*Grades 10-12; Prerequisite: level III Photo, Studio Art, Ceramics, or Digital Design and Illustration*). Pre-AP Art Seminar is designed as a prerequisite for the AP Art Portfolio, focused on the preparatory research and conceptual development required for a successful Sustained Investigation. Through structured brainstorming and iterative idea development, students will establish a rigorous line of inquiry and a refined creative roadmap. This foundational year ensures a seamless transition into the AP year, positioning students for greater success on their College Board portfolio submission. (*Semester course, ¼ credit*)

AP ART PORTFOLIO (*Grades 11- 12; Prerequisites: three consecutive levels of studio, photography, or digital art courses in Grades 9-11; Pre-AP Art Seminar, portfolio interview; and department head 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 department head 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: DIGITAL DESIGN AND ILLUSTRATION

Full-Year Courses

- AP Art Portfolio *(1 credit)*

Semester Courses *(all 1/4 credit)*

- Digital Design and Illustration I
- Digital Design and Illustration II
- Digital Design and Illustration III
- Advanced Art Seminar
- Pre-AP Art Seminar

COURSE DESCRIPTIONS

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, typography, photo compositing, lighting, and texture. Students will work with iPads, Apple Pencils and Procreate 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, 1/4 credit)*

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 idea 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, Apple Pencils and Procreate to further develop and refine their work. *(Semester course, 1/4 credit)*

DIGITAL DESIGN AND ILLUSTRATION III (*Grades 10-12; Prerequisite: Digital Design and Illustration II*)

In this advanced Digital Design and Illustration course, students will transition from technical and artistic learners to visual problem solvers. Shifting the focus toward industry-standard applications, students will tackle real-world design briefs, including branding, apparel design, and promotional media. This level emphasizes the functional impact of digital art and design, requiring students to consider audience, scalability, and production requirements. This course will also introduce students to Adobe Fresco as a partner software to Procreate, pushing the boundaries of the iPad and Apple Pencil to a more professional level. (*Semester course, 1/4 credit*)

ADVANCED ART SEMINAR (*Grade 10-12; Prerequisite: level III of any Visual Arts class*)

(*Semester course, 1/4 credit*) Advanced Art Seminar is an intensive, studio-based course designed for students ready to pursue independent artistic exploration in their chosen discipline. Emphasizing independence and professional practice, the course shifts the focus from teacher-led assignments to student-driven inquiry. Students will select a specific discipline and navigate the full lifecycle of their creative works: the initial spark of an idea, research and development, proposal, execution, feedback, revision and ultimately, its final presentation in a professional gallery setting. (*Semester course, 1/4 credit*)

PRE-AP ART SEMINAR (*Grades 10-12; Prerequisite: level III Photo, Studio Art, Ceramics, or Digital Design and Illustration*). Pre-AP Art Seminar is designed as a prerequisite for the AP Art Portfolio, focused on the preparatory research and conceptual development required for a successful Sustained Investigation. Through structured brainstorming and iterative idea development, students will establish a rigorous line of inquiry and a refined creative roadmap. This foundational year ensures a seamless transition into the AP year, positioning students for greater success on their College Board portfolio submission. (*Semester course, 1/4 credit*)

AP ART PORTFOLIO (*Grades 11- 12; Prerequisites: three consecutive levels of studio, photography, or digital art courses in Grades 9-11; Pre-AP Art Seminar, portfolio interview; and department head 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 department head 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: MOTION ARTS

Semester Courses *(all ¼ credit)*

- Motion Arts I
- Motion Arts II
- Motion Arts III
- Advanced Art Seminar

COURSE DESCRIPTIONS

MOTION ARTS I *(Grades 9-12)* In this course, students will learn the building blocks of filmmaking through a combination of hands-on projects and discussing films in class. Because film requires group work, students will have opportunities to take the lead on projects and to support others in their collaborative, creative journeys. Students will learn basic camera techniques, storyboarding, and editing. Learn what goes into making your favorite on-screen entertainment so that you can begin to tell your own stories! *(Semester course, ¼ credit)*

MOTION ARTS II *(Prerequisite: Motion Arts I)* In this continuation course, students will build upon the basics to learn more advanced filmmaking 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)*

MOTION ARTS III *(Prerequisite: Motion Arts II)* In Motion Arts III, students transition from technical exercises to independent cinematic production. Acting as writer, director, and lead editor, students will navigate the entire lifecycle of a short film—from initial script treatment to the final cut. This course emphasizes comprehensive pre-production, including screenwriting, casting, and location scouting, alongside advanced post-production techniques like color grading and sound design. Students are challenged to synthesize their technical mastery from Levels I and II into a cohesive artistic vision, resulting in a signature project suitable for film festival submission or a professional digital portfolio. *(Semester course, ¼ credit)*

ADVANCED ART SEMINAR *(Grade 10-12; Prerequisite: level III of any Visual Arts class)*

(Semester course, 1/4 credit) Advanced Art Seminar is an intensive, studio-based course designed for students ready to pursue independent artistic exploration in their chosen discipline. Emphasizing independence and professional practice, the course shifts the focus from teacher-led assignments to student-driven inquiry. Students will select a specific discipline and navigate the full lifecycle of their creative works: the initial spark of an idea, research and development, proposal, execution, feedback, revision and ultimately, its final presentation in a professional gallery setting. *(Semester course, 1/4 credit)*

VISUAL ARTS: PHOTOGRAPHY

Full-Year Courses

- AP Art Portfolio *(1 credit)*

Semester Courses *(all 1/4 credit)*

- Photography I
- Photography II
- Photography III
- Advanced Art Seminar
- Pre-AP Art Seminar

COURSE DESCRIPTIONS

PHOTOGRAPHY I (Grades 9-12) In this introductory course, students will explore the foundations of photography by comparing analog (darkroom) and digital workflows. The curriculum emphasizes the transition from casual mobile photography to intentional artistic expression. By studying how elements and principles of art, composition, camera choice and processing techniques alter the visual narrative, students will develop the technical skills and "artistic eye" necessary to create compelling, professional-quality imagery. *(Semester course, 1/4 credit)*

PHOTOGRAPHY II (Grades 9-12, Prerequisite: Photography I) Building upon the foundations of composition learned in level I, Photography II challenges students to master manual photography and how nuanced changes can alter an image. With a focus on intentional control, students will learn advanced darkroom and digital editing techniques. Students will transition from "taking" photos to "constructing" images through the study of studio lighting, portraiture, and narrative series. As they grow their skills, students will learn to use both analog and digital tools to communicate complex themes and refine their unique aesthetic style. *(Semester course, 1/4 credit)*

PHOTOGRAPHY III (Grades 9-12, Prerequisite: Photography II) In this advanced photography course, students transition from technical mastery to independent artistic development. This level is designed for the student-artist ready to develop a self-directed, long-form photographic project.

Rather than following guided assignments, students will choose their own medium—whether analog, digital, or a hybrid of both—to explore a singular theme in depth. The course emphasizes the intellectual process behind image-making, involving rigorous self-reflection, research, and peer critique. Students will aim to curate a selection of work that reflects an individual vision and a strong visual style. *(Semester course, 1/4 credit)*

ADVANCED ART SEMINAR *(Grade 10-12; Prerequisite: level III of any Visual Arts class)*

(Semester course, 1/4 credit) Advanced Art Seminar is an intensive, studio-based course designed for students ready to pursue independent artistic exploration in their chosen discipline. Emphasizing independence and professional practice, the course shifts the focus from teacher-led assignments to student-driven inquiry. Students will select a specific discipline and navigate the full lifecycle of their creative works: the initial spark of an idea, research and development, proposal, execution, feedback, revision and ultimately, its final presentation in a professional gallery setting. *(Semester course, 1/4 credit)*

PRE-AP ART SEMINAR *(Grades 10-12; Prerequisite: level III Photo, Studio Art, Ceramics, or Digital Design and Illustration).* Pre-AP Art Seminar is designed as a prerequisite for the AP Art Portfolio, focused on the preparatory research and conceptual development required for a successful Sustained Investigation. Through structured brainstorming and iterative idea development, students will establish a rigorous line of inquiry and a refined creative roadmap. This foundational year ensures a seamless transition into the AP year, positioning students for greater success on their College Board portfolio submission. *(Semester course, 1/4 credit)*

AP ART PORTFOLIO *(Grades 11- 12; Prerequisites: three consecutive levels of studio, photography, or digital art courses in Grades 9-11; Pre-AP Art Seminar, portfolio interview; and department head 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 department head 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*)
- Art History in Practice (*1/2 credit*)

Semester Courses (*all 1/4 credit*)

- Studio Art I
- Studio Art II
- Studio Art III
- Art and Community
- Advanced Art Seminar
- Pre-AP Art Seminar

COURSE DESCRIPTIONS

STUDIO ART I Studio Art I is designed to develop students into visual problem solvers by bridging the gap between technical skill and personal imagination. Through a series of drawing and painting projects, students grow their visual literacy through hands-on exploration of diverse media, ranging from direct observation to abstract concept-building. Beyond traditional assignments, this course prioritizes creative initiative, encouraging students to experiment in sketchbooks and tailor projects to their own interests. (*Semester course, 1/4 credit*)

STUDIO ART II (*Prerequisite: Studio Art I*) Building on the foundations of Studio Art I, this course challenges students to move from technical focus to creative expression. Students will refine their skills in a variety of traditional and contemporary media, with an increased focus on conceptual depth and intentionality. This level decreases the emphasis on teacher-led prompts and encourages students to move toward independent project development and studio practice. Students will deliberate which materials and techniques best support their artistic message, leading to further agency and independence. (*Semester course, 1/4 credit*)

STUDIO ART III (*Grades 10-12; Prerequisite: Studio Art II*) In Studio Art III, students transition from guided instruction to advanced artistic synthesis. This course is designed for students who have mastered foundational techniques and are ready to explore more complex works. The curriculum shifts toward self-directed thematic exploration, challenging students to develop work that reflects a specific personal "voice." Through a combination of rigorous studio practice and advanced conceptual development, students will refine their ability to convey meaning through visual expression. (*Semester course, 1/4 credit*)

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, 1/4 credit)*

ADVANCED ART SEMINAR *(Grade 10-12; Prerequisite: level III of any Visual Arts class)*

(Semester course, 1/4 credit) Advanced Art Seminar is an intensive, studio-based course designed for students ready to pursue independent artistic exploration in their chosen discipline. Emphasizing independence and professional practice, the course shifts the focus from teacher-led assignments to student-driven inquiry. Students will select a specific discipline and navigate the full lifecycle of their creative works: the initial spark of an idea, research and development, proposal, execution, feedback, revision and ultimately, its final presentation in a professional gallery setting. *(Semester course, 1/4 credit)*

PRE-AP ART SEMINAR *(Grades 10-12; Prerequisite: level III Photo, Studio Art, Ceramics, or Digital Design and Illustration).* Pre-AP Art Seminar is designed as a prerequisite for the AP Art Portfolio, focused on the preparatory research and conceptual development required for a successful Sustained Investigation. Through structured brainstorming and iterative idea development, students will establish a rigorous line of inquiry and a refined creative roadmap. This foundational year ensures a seamless transition into the AP year, positioning students for greater success on their College Board portfolio submission. *(Semester course, 1/4 credit)*

AP ART PORTFOLIO *(Grades 11- 12; Prerequisites: three consecutive levels of studio, photography, or digital art courses in Grades 9-11; Pre-AP Art Seminar, portfolio interview; and department head 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 department head 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)*

ART HISTORY IN PRACTICE (GRADES 10-12; MUST BE ENROLLED IN HONORS ARTS

HISTORY) This course provides a hands-on opportunity for students to recreate the methods and media featured in the Honors Art History curriculum. Projects are designed for every student, from total beginners to experienced artists, and are structured to deepen visual literacy, artistic abilities, and critical thinking skills. Students will engage with a variety of projects, such as Grecian Pottery design, building a Gothic-style architectural model, Renaissance fresco painting, and Japanese printmaking. By aligning directly with the Honors Art History curriculum, this course provides students with a deeper understanding and a creative edge as they experience the history they are studying. (1/2 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

- Senior Reflections(Grade 12)
- Quaker Meeting for Worship (Grades 9-12)

COURSE DESCRIPTIONS

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, 1/4 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

DANCE I

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, 1/2 credit)*

ADVANCED EXPRESSIONS IN DANCE I

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, 1/2 credit)*

HEALTH AND WELLNESS

FOUNDATIONS OF WELLNESS (*Grade 9, Required*) The Foundations of Wellness course introduces ninth-grade students to the knowledge, skills, and habits necessary to support lifelong physical, social, emotional, and mental well-being. Grounded in the school's Quaker values, the course emphasizes thoughtful decision-making, personal responsibility, and respect for oneself and others. Students explore how individual choices, relationships, and community influence health while developing practical skills that support healthy and balanced lives. Throughout the course, students engage in discussions, activities, and reflective practices that strengthen their ability to analyze influences, access reliable information, communicate effectively, and set personal goals.

CRITICAL HEALTH ISSUES (*Grade 10, Required*) This class is an interactive, student-centered course focused on critical health issues confronting today's young adults. Students explore how personal decisions, cultural influences, media messaging, and social systems shape health behaviors and outcomes. Through discussion, reflection, and real-world scenarios, students strengthen their ability to analyze influences, evaluate information, communicate effectively, advocate for themselves and others, and make responsible decisions that support long-term well-being.

CLASS TRIP 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 Trips (*Grade 10, Required*) As an extension of their 9th Grade advisory service rotations, students participate in a day trip to perform service with our community partners at AHRC Wheatley Farms with the goal of joining and working in partnership with those with disabilities. After participation in the off-campus immersion, students invite the members of the AHRC/Wheatley Farms community to our campus for a day of student-led programming.

Grade 11 Trip (*Grade 11, Required*) This trip to Washington, D.C., 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.

Notes



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