



Upper School Course of Study

2019-2020



STRONG MINDS.
KIND HEARTS.

270 DUCK POND ROAD, LOCUST VALLEY, NY 11560
516-676-0393 | WWW.FA.ORG

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Friends Academy Upper School Course of Study 2019-2020

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 and 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 clearly, 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 conflicting 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, active citizenship in a diverse society.

Mathematics: To develop the 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 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 nations where it is spoken.

Arts: To teach empathy and self-reflection 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 TASQUE (Teachers and Students for Quaker Education) 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 and 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 FA 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. The required tenth grade YSOP (Youth Services Opportunities Program) overnight program in New York City provides our students an opportunity to work in soup kitchens and pantries and with other organizations that help to support the homeless, the food insecure, and the working poor. In addition to requiring the 10th grade community service course and trip, we strongly encourage our students to volunteer for our after school program, serving children, youth, the elderly, people who are physically challenged, and people who are homeless. The W.A.T.C.H. (We Are The Community Helpers) 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 grade 12 ISP.

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

Physical Education: A physical education or interscholastic athletic credit is required for students in grades 9, 10, 11, and 12 each trimester in order to graduate. To receive credit, a student must attend and participate in a minimum of 80% of the classes every term. Assessments and daily grading are based on a rubric that addresses 3 areas:

- Application of fitness concepts
- Application of movement concepts
- Application of personal & 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 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 on a team sport or in the winter strength & conditioning or cardio-fitness programs after school, satisfies a student's physical education requirement for that season.*

Health and Wellness: 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 health of their communities well beyond their time at Friends Academy.

Work Program: All students are required to contribute their help to the school. The housekeeping chores of lunchroom and classroom clean-up, the occasional need for admissions aides and tour guides - all offer opportunities for service to the school, to foster a sense of belonging, of caring, 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 which stress the use of reason in mastering concrete facts and abstract concepts, while the affective aspects are those which try to satisfy more fully the emotional and creative needs of the students. Integrating these two realms is the substance of a deep high school educational program like the one at Friends.

Planning a Program of Study

GRADUATION REQUIREMENTS

Upper School students are expected to carry five major academic courses. A student may take four or six courses in rare circumstances with specific approval of the department heads and principal. A minimum of four academic credits is required each year.

We expect students to complete all course work 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 course work 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 sixteen full-credits plus designated courses in Quaker Life, health, technology, physical education, community service, outdoor education, and the arts.

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

English (four years): English 9; English 10; American Literature in grade 11; and two semesters of English in grade 12.

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

Mathematics (three years): Algebra 1, Geometry, Algebra 2 or Algebra 2/Trigonometry are required. For seniors not taking another math course, Topic in Pre-Calculus is recommended. Four years are recommended.

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

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

Arts : One full credit of courses in the arts is required. Two or more years are recommended.

Quaker Life Department (three semesters): Quakerism in grade 9, Community Service in grade 10, and Senior Reflections in grade 12 are required courses. The following commitments are also required of all students:

YSOP: As part of the culminating experience for the grade 10 course, tenth graders take part in an overnight work camp in Manhattan.

Work Program: Every student is expected to take part in the daily work program on campus, cleaning classrooms and common areas.

Weekly Quaker Meeting for Worship: "The most important appointment of the week," all students are expected to attend Meeting for Worship on Thursday.

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.

Technology: All students are required to take either one Computer Science course OR one Digital Arts course.

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

Health (2 semesters): Health courses in grades 9 and 11 are required.

Outdoor Education: All ninth grade students are expected to participate in this three day program.

Independent Service Project (ISP): This service project is a graduation requirement for all seniors.

Preliminary Scholastic Aptitude Test (PSAT)

The PSAT is a practice test for the SAT and students need not share their scores with colleges. The test is offered at Friends in October and is optional for 10th and required for 11th grade 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 Level Courses

Advanced Placement (AP) courses enable students who are eligible to take college-level courses while still in upper school. The courses which delve into greater depth than standard courses, 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 students to learn to develop and support their own arguments and perspectives.

Virtually all departments offer AP level courses at Friends. 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.

Students enrolled in an AP course are expected to prepare for and take the AP exam in May. Scores on the exam are not automatically sent to prospective colleges and

universities that students are applying; however, teachers have the right to take into consideration an AP score that is lower than a 3 as a factor in weighing a final grade. It is expected then that signing on for an AP course is a commitment to do one's best for the entire course including the examination. 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).

Six Major Course requests: Each request for a sixth course [not minor electives] must be made by submitting both a formal written request specific to the course itself (500 words – half describing the reasons why you are interested in this specific course and half describing how you have evidenced in the past the organization and results to qualify for this special “fuller” schedule addition) as well as an in-person interview with your counselor (academic counselor/college counselor) and a faculty member. Taking on 6 courses, if permitted, does not come with an exemption from the 2 major assignment rule (ie: students may have more than 2 major assignments in a day and be responsible for these if approved for a sixth course).

Students will be informed in late winter about the date, cost, and registration procedures for the 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
A (93-96%)	understanding and application of
A- (90-92%)	concepts, and high skill level, thorough assimilation of detail, originality of thought, and keen insight into the subject.
B+ (87-89%)	Performance demonstrating good
B (83-86%)	understanding and application of
B- (80-82%)	concepts, good acquisition of skills, accurate application of details, and some original insight into the subject.
C+ (77-79%)	Performance demonstrating basic
C (73-76%)	understanding of the fundamental
C- (70-72%)	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.

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 one week 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, the student will receive an incomplete for the course and will not be able to return to Friends 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. Thereafter, any course dropped appears as a “DROP” on the transcript, with no credit awarded. A Drop/Add form must be signed by the teachers involved, advisor, parent, student, Academic Counselor, and by the Director of College Counseling for seniors.

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 approvals and signatures from the Academic Counselor first, then the teacher of the course being dropped, teacher of the course being added, advisor, 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 add/drop period and who is struggling, either because the student was new to Friends 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 not later than the mid-point 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 mid-point, the grade will follow to the new course and 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 twenty percent of class time due to 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 twenty percent.

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 students 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 the Academy for a period of at least three consecutive semesters.

Course Descriptions

ENGLISH

Full-Year Courses

Introduction to Literary Genres (Grade 9; required)

Global Literature in English (Grade 10; required)

American Literature (Grade 11; required)

AP English Literature (with departmental recommendation and a grade of A- or higher in 11th-grade English)

The American City Seminar [New York]

Fall Semester Courses (primarily for seniors)

Creative Writing

Gender and Literature

Crime Fiction

Writing Fellows (required course for selected Writing Fellows only; ¼ credit)

Spring Semester Courses (primarily for seniors)

Screenwriting

Speech and Debate

Narrative and African-American Identity

Contemporary Latin American Literature

Writing Fellows (required course for selected Writing Fellows only; ¼ credit)

NB: 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 Course Descriptions

1010 Introduction to Literary Genres (*Grade 9; Required*) This course focuses on improving students' writing, with a particular focus on developing skills in reading and writing critically about literature. Students should expect to write often and receive regular feedback. In addition to requiring students to make connections, practice argumentation, and express themselves clearly within academic conventions, English 9

teachers also assign less formal writing tasks, such as personal narratives and creative responses. Texts, including *The Bible* and *The Odyssey*, run in conjunction with the ninth-grade history course, which helps students see these literary classics in a broader historical context. Students also read *Macbeth*, a novel of the teacher's choice, and a diverse collection of contemporary poems inspired by the classical texts. The study of grammar and usage rules aids students in the writing of coherent essays and also prepares them for the SAT. In the second semester, students write a six-page MLA research paper on a topic related to our studies of literature.

1020 Global Literature in English (Grade 10; Required) This course introduces students to global literature in English to help them understand the place of the language and stories of English-speaking peoples all over the world. Students begin the year studying canonical English genres and texts, including Shakespeare's *Othello* and Shelley's *Frankenstein*. They are then be exposed to the rich and still-evolving tradition of imperial and postcolonial literature, beginning with Kipling and Orwell. They build on the written and oral communication skills developed in English 9, practice visual analysis, and concurrently gain fluency as readers. The year culminates with a student choice-driven unit on postcolonial authors and traditions. (1 credit)

1210 American Literature (Grade 11; Required) In this course, we will be asking the epistemologically grounded question, "How do we know what we know about America?" Through a critical interdisciplinary approach, we will explore the ways America as a concept is constructed in the collective imagination as well as in our individual lives. Throughout the year, we will consider how social constructs shape American lives, what it means to be an American, and the role literature plays in grappling with American social justice issues. We will look to 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 does the American landscape shape the American imagination? How do Americans define themselves individually and collectively? You 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 your peers, and identify injustice and seek to act in ways to make change in the America around you. (1 credit)

1042 AP English Literature (Grade 12; prerequisites: a grade of A- in American Literature or teacher recommendation) AP English Literature and Composition is a year-long 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, even gracefully, 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 Bronte, Austen, Hemingway, McCarthy, Hurston, Joyce, Melville and Shakespeare. Students who take this course are required to take the AP English Literature exam given in the spring. Students may take either the AP English Language and Composition course OR the AP English Literature course; they may not enroll in both courses. (1 credit)

1035 The American City Seminar [New York] (Grade 12 Honors; pre-requisites: application process) The American City Seminar is a yearlong elective course that investigates the nature of place in the American imagination. Each year, the seminar will focus on a new American city, promoting attention to the local as a way to access the global in our ever-changing world. With a critical interdisciplinary approach, students selected for this seminar will conduct research throughout the year on topics that range from literary criticism to food studies to critical geography before traveling as a group to an American city for fieldwork, service, and experiential learning. Guided by a student-centered and inquiry-driven approach, we will work to connect with each other and our larger American community as we investigate the ways we shape our cities – and the ways our cities shape us. For the 2019-2020 school year, we will explore New York City. Possible texts include Rebecca Solnit's *Nonstop Metropolis* and Philip Lopate's *Writing New York*. (1 credit)

Semester Course Descriptions

1088 Writing Fellows (Grade 11 and 12; required for participants in the Writing Fellows Program) In an intensive three-day workshop in August, senior Writing Fellows (who are selected through a competitive application process conducted in the spring of the junior year) mentor ninth-grade students in composition during the academic year. Readings for the summer workshop include sample student essays as well as articles by experts in writing instruction, rhetoric, and style. During the academic year, Writing Fellows meet regularly with ninth grade students as well as with faculty mentors to hone their collaborative and teaching skills. (Fall and Spring, 1/4 credit; P/F)

1090 Creative Writing (Grade 12) This class will emphasize the relationship between being a good reader and being a good writer. Storytelling—actively engaging a reader on an emotional level—will play an important role in the development of each student's writing. Students will write in a variety of forms and will workshop their pieces in conversations with the instructor and their peers. A final portfolio of work will be developed over the course of the semester. Admission to course by application and

teacher recommendation. (*Fall; ½ credit*)

1032 Narrative and African-American Identity (*Grade 12*) This course examines the role 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. Dubois, bell hooks and others. Discussion and writing will focus on analyzing the voices of African-Americans from the perspective of using narration as an expression of self-determination. (*Spring; ½ credit*)

1064 Speech and Debate (*Grades 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 resume 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*)

1069 Gender and Literature (*Grade 12*) This course will explore the complex landscape of gender as a concept and will do so through careful and considered analyses of literature, film, and visual art. The theoretical premise that biological sex differs from gender resides at the core of our work and will guide us as we explore different articulations of gender in a wide variety of works. Students will build critical writing skills through a number of in-class essay assignments and will also grow as leaders and participants of productive, respectful, and scholarly class discussion. By participating fully and enthusiastically in class, students will leave equipped to engage critically and thoughtfully in the ever-evolving world around them. Possible works include Agnès Varda's *Cléo from 5 to 7*, James Baldwin's *Giovanni's Room*, James Dickey's *Deliverance*, Jeanette Winterson's *Written on the Body*, and Morgan Parker's *There Are More Beautiful Things Than Beyoncé*. (*Fall; ½ credit*)

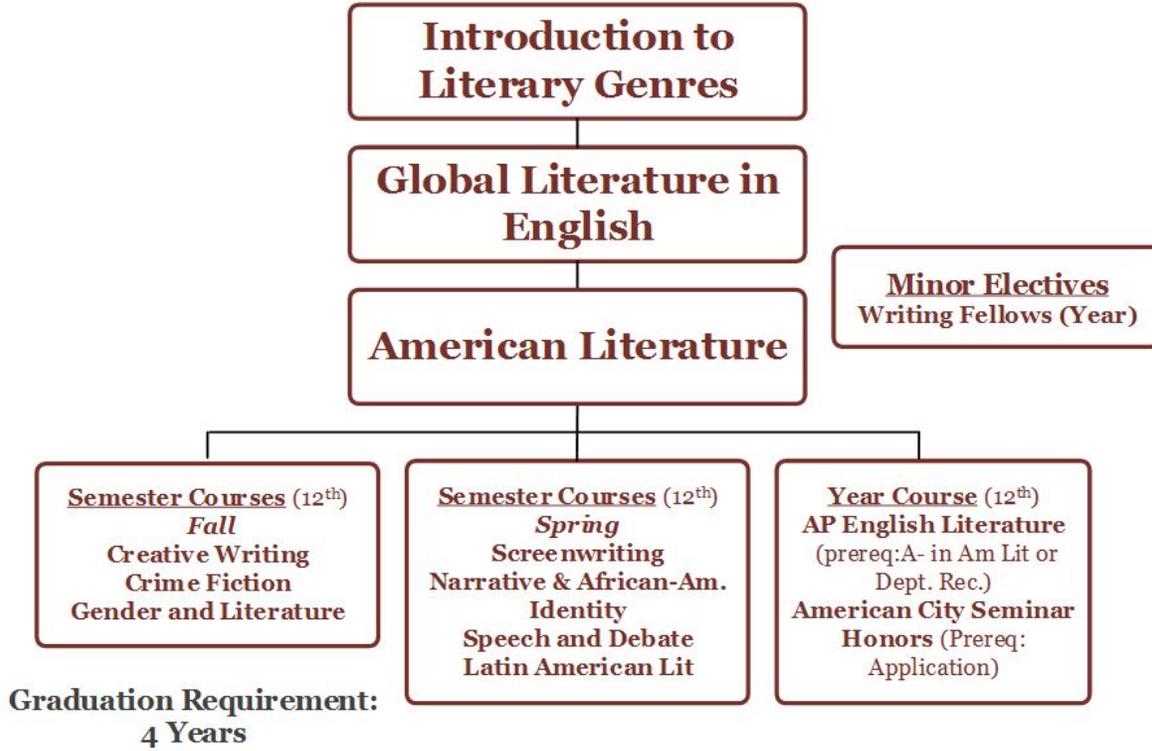
1095 Crime Fiction (*Grade 12*) The aim of this semester-long elective is to read and discuss crime literature focusing on the detective him or herself. We will examine the detective as a representation of the social, moral, cultural and ideological imperatives of the time and geographical setting of the particular novel. We will trace through the

golden age of British detective fiction to the hard-boiled American post-war novels to the contemporary police procedural novels, and will analyze how the evolving characterization of the detective reflects the society in which he or she operated. We will also look closely at the psychological elements of detecting: methods of solving the classic ‘whodunnit’ such as ratiocination, method, logic, induction and deduction. We will also turn the mirror onto ourselves and examine what the evolving crime fiction tells about our own society and its preoccupations and concerns. (*Fall; ½ credit*)

1038 Screenwriting (*Grade 12*) This one semester course will instruct students in the basics of screenwriting. In addition to our study of the elements essential to all storytelling – genre, character, plot, point of view, setting, and theme – we will study modern screenwriting by dissecting screenplays for story form and technical format. No experience with film or digital arts is necessary. Through in-class exercises as well as peer workshops of original student work, students will learn how to structure and format a story for the screen. The culminating project for the semester will be the completion of the first act of their original screenplay accompanied by an outline for the remaining two acts. (*Spring, ½ credit*)

1037 Contemporary Latin American Literature (*Grade 12*) This course will begin to introduce students to the literature, culture and traditions of Latin America. While not a traditional survey, the course will cover some of the major literary movements of the past 100 years in Latin American Literature: from the beginnings of Magical Realism, to the “Boom” years of the 1960s and 70s, up through the recent narco-narratives and dirty realism emerging from Colombia and Mexico. Thematically, the course will consider the big ideas, traditions and history – including notions of the borderlands, the role of the fantastic, racial and class tensions – that craft the wide diversity of texts and writers contained in Latin American literature. Possible writers and text may include: Juan Rulfo’s *Pedro Paramo*, Jorge Luis Borges’ *Labyrinths*, Yuri Herrera’s *Signs Preceding the End of the World*, Valeria Luiselli’s *Faces in the Crowd*, and Juan Gabriel Vasquez’s *The Sound of Things Falling*. (*Spring, ½ credit*)

English



HISTORY AND SOCIAL STUDIES

Full-Year Courses

9th grade: Foundations of History (required)

10th grade: Global Interactions (required)

11th grade: United States History or AP United States History (required)

AP Government and Politics: United States and Comparative

AP European History

Introduction to Business, Economics, and Personal Finance

Modern Global Perspectives

Introduction to Political Philosophy

GSS Honors International Relations

Fall Semester Courses

GSS Matriarchy and Patriarchy within the Ancient and Modern Worlds

Full-Year Course Descriptions

5220 Foundations of History (Grade 9 – Required) Foundations of History is the first course in a two-year global history sequence. In this sequence, 9th- and 10th-graders explore and analyze similarities and differences between human societies across time and place. They focus their inquiry around essential questions that relate to four core themes: geography, culture, government, and economics. Foundations of History covers select topics in the foraging and agrarian eras. Particular attention is given to belief systems, encounters between cultures, and connections to current events. Students develop foundational skills in historical thinking, research, digital literacy, writing, discussion, presentational speaking, and collaboration. (1 Credit)

5230 Global Interactions (Grade 10 – Required) Global Interactions is the second course in a two-year global history sequence. In this sequence, 9th- and 10th-graders explore and analyze similarities and differences between human societies across time and place. They focus their inquiry around essential questions that relate to four core themes: geography, culture, government, and economics. Global Interactions begins in the 17th century and investigates select topics in the modern era, including the 21st century. Regular discussions of current events emphasize media literacy and civil discourse skills. Students also develop foundational skills in historical thinking, research, writing, presentational speaking, and collaboration. (1 Credit)

5020 United States History (Grade 11 – Fulfills U.S. History Requirement) This course is a topical, chronological survey of the growth and development of the United States

from the European conquest of America to the present. Students study the major political, economic, and social trends in the history of the United States. Special emphasis is given to an understanding of the Constitution. Students are challenged to analyze primary and secondary sources and to relate the information to our own time. They improve their writing skills through essay writing and short research papers. The course prepares students for the College Board SAT Subject Test in United States History. (1 credit)

5041 AP United States History (Grade 11 – Fulfills U.S. History Requirement.
Prerequisites: Minimum course grade of A- in 10th grade history, and completion of an application that will be reviewed by the department.) 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 course prepares students for the College Board SAT Subject Test in United States History. (1 credit)

5094 AP Government and Politics: United States and Comparative (Grades 10, 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. Application required if this is a 6th course.) This year-long course combines the curriculum of the AP Comparative Government and Politics course (fall semester) with that of the AP U.S. Government and Politics course (spring semester). Students will be able to analyze and compare the key facts, concepts, and trends pertaining to the governments and politics of Mexico, Great Britain, Russia, China, Iran, and Nigeria. Students will then be positioned to analyze and critically evaluate foundational theories and concepts of American democracy and apply these to contemporary US government institutions and political/ideological trends. Skills of college-level discussion-leading, close reading, and social scientific writing will be infused throughout. Students will be prepared for both the AP Comparative Government and Politics exam and the AP U.S. Government and Politics exam. They must take at least one exam, and they may choose to take both. (1 credit)

5072 AP European History (Grades 11, 12. Prerequisites: Minimum course grade of A in previous year's history course or minimum course grade of A- in AP U.S. History.
Application required if this is a 6th course.) 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)

5801 Introduction to Business, Economics & Personal Finance (Grades 11, 12.

Application required if this is a 6th course.) This course is divided into two distinct but complementary modules so that students may enroll in one or both semesters. The first module will provide students with an overview of the four major disciplines within the business environment, namely: accounting, finance, management and marketing. To this end students will learn about the nature and characteristics of each discipline, as well as various forms of business ownership, and the essential foundations of economics, including the roles of financial markets, the laws of supply and demand and scarcity, and the role of the Federal Reserve System in regulating the economy as a whole. In the second module, students will also be exposed to Personal Finance topics, such as banking, credit, insurance, and personal investing. Students will participate in a Stock Market simulation game as a collaborative activity. The latter module will follow the curriculum of the W!SE Financial Literacy program. Students will have the opportunity to earn certification in Financial Literacy via the W!SE examination program. On completion of this course, students will be able to participate in the economy not only on a personal basis, but also will be aware of the nature of the business environment and of the opportunities for post-secondary education within the disciplines of business. Performance on tests, projects, participation in class discussion, and essays will determine a student's grade. (*1/2 credit for one semester; 1 credit for full year*)

5095 Modern Global Perspectives (Grades 10, 11, 12. Application required if this is a 6th

course.) This course will present students with content and skills from the fields of human geography and international relations, with an emphasis on understanding the world in which we live today. Content will be organized around political, economic and social world issues, and will be presented thematically in a project-based manner. Historical information will enrich the analysis of case studies that will be drawn from all world regions. Issues may include problems of economic development and cultural change; consequences of population growth, changing fertility rates, and international migration; struggles over political power and control of territory; ethnic conflicts; the

roles of women in society; industrial development and land use issues; climate change; and environmental abuses. (1 credit)

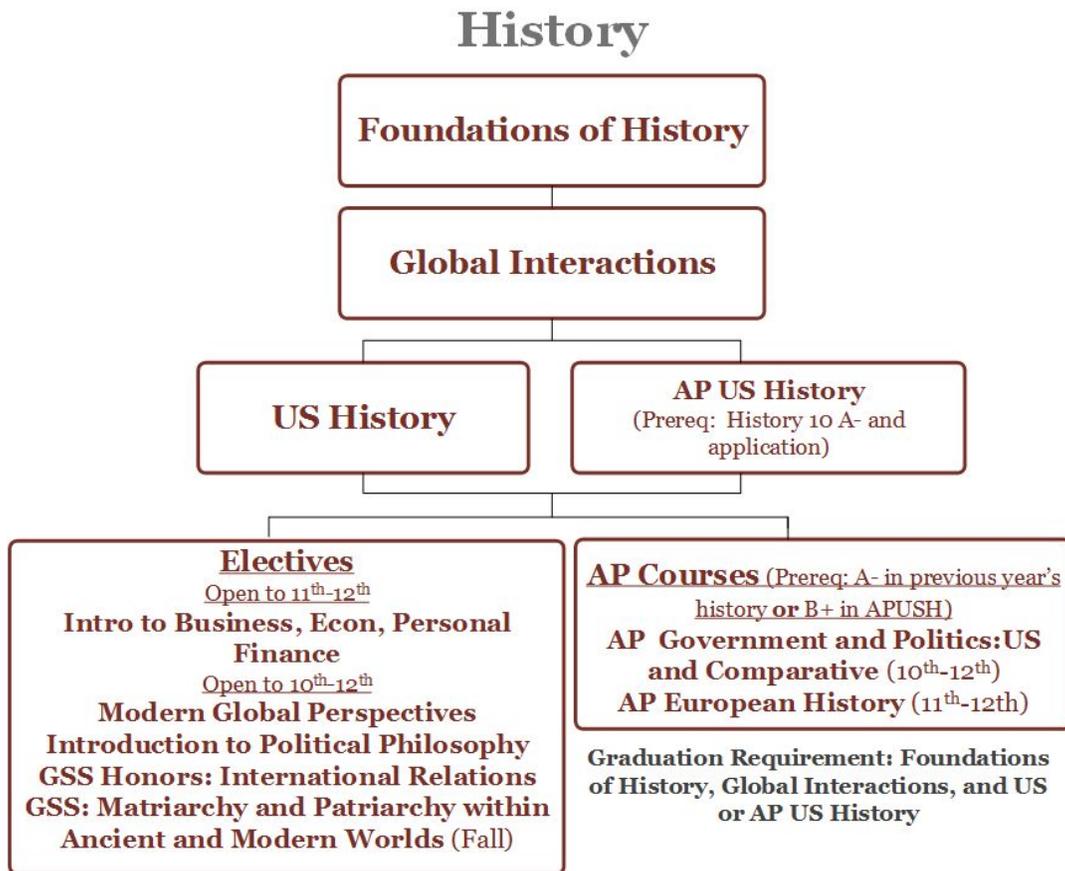
5070 Introduction to Political Philosophy (Grades 10, 11, 12. Application required if this is a 6th course.) Philosophy is unavoidable. Systems of organized ideas motivate and guide us every day. This course narrows the discipline of philosophy down into two distinct but complementary modules so that students may enroll in one or both semesters. In the first semester students will address three questions: What does it mean for something to exist, to be real? How do we know? And - perhaps most importantly - why does it matter for how I live my life? Through discussion of primary texts as well as artifacts of popular culture, students will examine how seminal thinkers have answered these questions in the ancient, medieval, pre-modern, modern, and post-modern (21st-century) eras. In the second semester, they will revisit these time periods but look more specifically at how thinkers addressed topics such as government, history, education, and science. Instructional focus will be on critically reading and comparing short texts, and on producing concise analyses of one or more aspects of those texts. Students will also have the opportunity to produce two fully original works (one per semester). One work will serve as a research-based personal philosophical statement, and the other as a critique of existing thinkers' ideas in a specific field. (*½ credit for one semester; 1 credit for full year*)

5069 GSS Honors International Relations: (Grades 10, 11, 12. Application required if this is a 6th course.) In this Global Studies Scholar elective, students will develop a deep understanding of the core theories of international relations, and they will apply those theories to present-day issues. Current events and student choice will play an important role in defining specific topics, but likely areas of study include nuclear proliferation, terrorism, cybersecurity, international economic policy, humanitarian intervention, and the viability of international organizations such as the United Nations. Using sources drawn from the media, policy institutes, and academic journals, students will practice arguing different points of view as they work with competing theories. They will write policy memos, participate in simulations, and conclude each unit by coming to consensus as a class on how best to resolve the issue at hand. (1 credit)

Semester Course Descriptions

5079 GSS Matriarchy and Patriarchy within the Ancient and Modern Worlds: (Grades 10, 11, 12.) In this one-semester Global Studies Scholar elective, students will gain a deep understanding of women in antiquity and then make the transition to the modern world by examining the lives of modern women living within similarly restrictive and patriarchal societies. They will begin the semester by studying how women in ancient

literature are portrayed and described by primarily male writers, what power the famous women of ancient Greece and Rome exerted within the highest levels of society, and what we know about the lives of ordinary Greek and Roman women. Students will examine evidence from literary, epigraphic, historical, archaeological, and artistic sources. Each student will then select a modern country or community where women live within repressive environments comparable to those of ancient Greece and Rome. Using a variety of sources, they will prepare and present a project detailing the experiences and difficulties the women face and how their lives and experiences are reflected in the culture of that country or community. *(Fall; 1/2 credit)*



MATHEMATICS

Full Year Courses

Algebra 1 (required)

Geometry (required)

Algebra 2

Algebra 2 & Trigonometry (required unless taking Algebra 2 instead)

Pre-Calculus

Topics in Pre-Calculus

Calculus

AP Calculus AB

AP Calculus BC I

AP Calculus BC II

AP Statistics

Statistical Research

Semester 1/2 credit courses

Linear Algebra

Multivariable Calculus

Full Year Course Descriptions

2073 Algebra 1 (*Grade 9*) This is the first of a three-year math sequence which spirals the major topics of the upper school curriculum. The emphasis of the course is on algebra, including operations on numbers and algebraic expressions, solutions of equations and inequalities, factoring, graphing in one and two dimensions, and using the quadratic formula. A substantial part of the course is devoted to the introduction of topics in geometry. Definitions and theorems are introduced and investigated without proof. The topics of probability and statistics are introduced briefly. Students demonstrate their learning through quizzes, tests, and a final exam. (*1 credit*)

2074 Geometry (*Grades 9-10; Prerequisite: Algebra I or equivalent.*) The second year of the three-year sequence continues and extends topics in algebra, introducing the quadratic function. The keystone of this course is the study of geometry with the introduction of the formal geometric proof. Algebra is reviewed and frequently incorporated in this course. Geometric topics include similarity, right-triangles, trigonometry, and circles. The course concludes with a study of coordinate geometry including some conic sections. Students demonstrate their learning through quizzes, tests, and a final exam. (*1 credit*)

2075 Honors Geometry (*Grade 9; Prerequisite: Algebra 1 with grade of A+, teacher*

recommendation and department head's approval.) This course covers the topics in Geometry in greater depth and at a faster pace. A significant amount of time is spent on proofs, including geometric inequalities and coordinate geometry proofs. In addition, students will examine mass point geometry and conic sections. Throughout the course, students are encouraged to think creatively and inquisitively work through challenging problems. Projects are assigned and students are required to participate in the month New York State Math League contests. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2072 Algebra 2 (*Grades 10-11; 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 & 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 some trigonometric functions. Data analysis and statistics are introduced culminating in the study of the normal distribution. There is an introduction to the use of the graphing calculator. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2076 Algebra 2 & Trigonometry (*Grades 10-11; 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 & 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. Data analysis and statics are introduced culminating in the study of the normal distribution. There is an introduction to the use of the graphing calculator. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2077 Honors Algebra 2 & Trigonometry (*Grade 10; Prerequisite: Honors Geometry, teacher recommendation and department head's approval.*) This course is designed to prepare students for the two-year AP Calculus course leading to the AP Calculus BC exam. It covers the topics in Algebra 2 & Trigonometry in greater depth and at a faster pace. Various topics in Pre-calculus are included such as polynomials, exponential and logarithmic equations, exponential growth and decay, and arithmetic and geometric sequences. Students are required to participate in the monthly New York State Math League contests. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2120 Pre-Calculus (*Grades 11-12; Prerequisite: Algebra 2 & Trigonometry or*

equivalent) This is an intensive calculus preparatory course, taken as an elective, but strongly recommended to students who have done well in Algebra 2 & Trigonometry. For seniors 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 2 & Trigonometry, if not, they should take Topics in Precalculus in lieu of Precalculus. The primary focus of the course is the study of functions in detail, with particular emphasis on polynomial, rational, trigonometric, exponential, and logarithmic functions. The final term includes preparation for calculus with an introduction to the concepts of limit and derivative. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2114 Topics in Pre-Calculus (*Grade 12; Prerequisite: Algebra 2 & Trigonometry or Algebra 2*) This course is designed for those seniors who need additional review in order to master the basic skills in algebra necessary for more advanced math courses. It includes an expanded treatment of basic topics in algebra, focusing on polynomial, exponential, trigonometric, and logarithmic functions and their properties. Linear programming is introduced, as well as sequences, and series. Problem solving is stressed and the computer and calculator are used wherever possible. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2130 Calculus (*Grade 12; Prerequisite: Pre-Calculus, teacher recommendation and department head's 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 Pre-Calculus as needed for the development of the course. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2221 AP Statistics (*Grade 11 or 12; Prerequisite: Calc BC1 or B+ in American Studies or American Perspectives, and A in Algebra 2 & Trigonometry or A- in Pre-Calculus, and B+ in English, and approval from the AP Statistics teacher.*) 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-83/84/89. Topics include normal and binomial distribution, linear regression, probability, designing experiments, and inference. Students will be prepared to take the AP Statistics exam. Students demonstrate their learning through quizzes, tests, projects and a final exam. (1 credit)

2222 Statistical Research (*Grade 11 or 12; Prerequisite: Algebra 2 and Trigonometry*)

This course is the study of statistics using a non-theoretical approach without formal proofs, explaining concepts intuitively and supporting them with abundant examples. Students develop strategies for collecting, organizing, analyzing and drawing conclusions from data. Students will design, administer and tabulate results from surveys and experiments. The focus of the course is on the application of probability models, data collection, descriptive and inferential statistics, as well as regression models. Students will demonstrate their learning through exams, labs, and projects. (1 credit)

2172 AP Calculus AB (Grade 12; Prerequisite: Pre-calculus with A or better 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 level exam in the spring. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2140 AP Calculus BC I

2150 AP Calculus BC II

(Grades 11 and 12; Prerequisite: Honors Algebra 2 & Trigonometry and teacher recommendation) This is a two-year honors course, integrating the Pre-Calculus and Calculus courses. Students are introduced to the basic concepts of calculus in the 11th grade. This allows a more thorough treatment of material in the concurrent physical science courses. The basic content includes topics in differential and integral calculus, including the derivative, the integral, and applications. Students are required to take the AP Calculus BC level exam in the spring of their senior year. Students should understand that enrollment in this course is a two-year commitment that will require aptitude and motivation. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit each year)

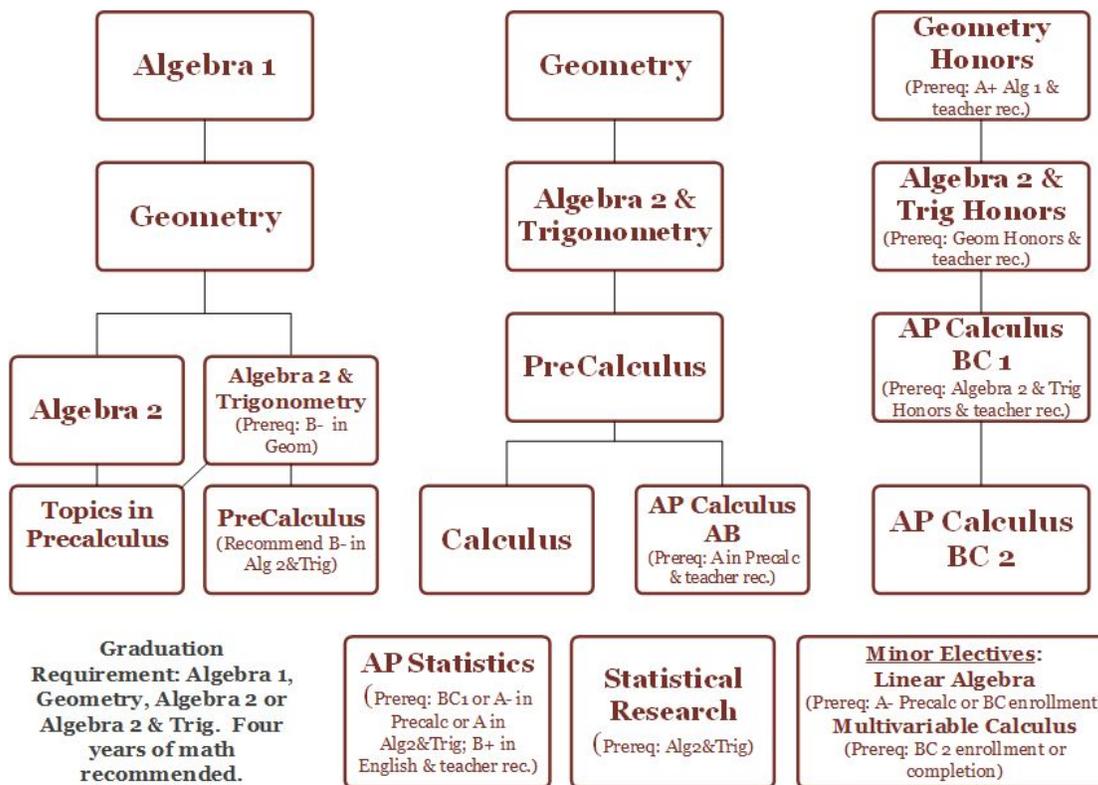
Semester Course Description

2116 Linear Algebra (Grades 11-12; Prerequisite: A- in Pre-calculus and/or departmental approval) This one semester long 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. Students demonstrate their learning through quizzes, tests, and a final exam. (One semester; ½ credit)

2173 Multivariable Calculus (grades 11 and 12; Prerequisite Enrollment or completion

of AP Calc BC2) 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 (BC2). Topics include extensions of continuity and differentiability to multivariate functions, partial derivatives, multiple integrals & applications, vector valued functions & vector spaces. Students demonstrate their understanding through quizzes, tests, and projects. (One Semester; ½ credit)

Math



SCIENCE

Required

Biology

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

Full-Year Courses

Biology

Chemistry

Honors Chemistry

Physics

AP Biology

AP Chemistry

AP Physics 1: Algebra Based

AP Physics 2: Algebra Based

AP Physics C

AP Psychology

AP Environmental Science (**offered alternate years; not offered 2019-2020**)

Astronomy (**offered alternate years; not offered 2019-2020**)

Marine Biology

Fall Semester Courses

Organic Chemistry

Sports Anatomy and Physiology (**not offered 2019-2020**)

Spring Semester Courses

GSS: Diseases, Plagues and Pandemics (**not offered 2019-2020**)

Engineering Design

Minor Elective Courses

Science Projects

Science Research

Engineering Projects

Full Year Course Descriptions

3030 Biology (*Grades 9-10*) This course is centered around Enduring Understandings and Essential Questions, with connections to the Quaker foundation of the school. 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? Each of the units in the course are lenses through which students will be led to the overarching and unit understandings and content. The four units are: Ecology, Evolution, Molecules and Cells, and Heredity and Reproduction. Class time is spent working with the practices of science, including questioning, 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 content mastery checks and unit projects. The final assessment of the year is a capstone project performance assessment in which students seek to answer the course essential question. (1 credit)

3040 Chemistry (*Grades 10-11; Prerequisite: Biology*) This course is based on the American Chemical Society textbook *Chemistry in the Community*. Chemical concepts are introduced on a “need to know” basis in the context of a concern or issue. Although presented in a unique manner, the content is equivalent to what is encountered in a typical first year high school course. The goals of the course are to develop an understanding of chemistry, cultivate problem-solving skills, apply chemical knowledge to decision-making, recognize the importance of chemistry to everyday life and understand the benefits as well as limitations of science and technology. (1 credit)

3041 Honors Chemistry (*Grades 10-11; Prerequisites: A in Biology and an A in Geometry or B in Honors Geometry*) This course is a comprehensive introduction to chemistry including atomic structure, stoichiometry, states of matter, molecular structure, thermodynamics, equilibrium, acids and bases, introductory organic chemistry and kinetics. Successful completion of this course will enable to students to take Advanced Placement Chemistry and prepares students for the SAT II in Chemistry. (1 credit)

3049 Physics (*Grades 11-12; Prerequisite: Biology and Chemistry*) This course covers the traditional areas of mechanics, waves, optics, electricity, electromagnetism, and topics in modern physics. As time permits, current events involving principles of physics are also discussed. 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)

3045 AP Physics 1: Algebra-Based (*Grades 11-12, Prerequisites: A in Chemistry or B in Honors Chemistry; A in Algebra 2 or B in Honors Algebra 2.*) This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. (1 credit)

3046 AP Physics 2: Algebra-Based (*Grade 12, Prerequisites: B in AP Physics I or A in Physics; enrollment in Pre-Calculus 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; atomic and nuclear physics. (1 credit)

3050 AP Physics C (*Grade 12; Prerequisite: A in AP Physics I, enrollment in an AP Calculus course*) AP Physics builds on the foundation of the AP Physics 1 course, and covers mechanics and electromagnetism topics at a level designed to prepare students to take the AP Physics C Exam. (1 credit)

3080 AP Biology (*Grade 12; Suggested grades for success in the course: A- in Biology, A- in Chemistry or B in Honors Chemistry. Those students electing to take this course must have completed Physics or are expected to take it concurrently.*) This course is the equivalent of a two-semester college introductory biology course. It is based on four “big ideas” (evolution, energy & homeostasis, information transfer, interactions of biological systems), enduring understandings, and essential knowledge. Class time is spent working with the practices of science, including questioning, planning and carrying out investigations, analyzing and interpreting data, modeling, constructing explanations, and arguing from evidence. Lab work is a key component of the course. (1 credit)

3048 AP Chemistry (*Grades 11 or 12; Prerequisite: A in Honors Chemistry. 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, acids and bases, and nuclear chemistry. (1 credit)

3110 AP Psychology (*Grade 12; Prerequisite: B in Biology and Chemistry and B+ in 11th grade English*) The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other organisms. Students will read about and be exposed to psychological principles related to the world around them. Students will critically analyze theories associated with each major subfield of psychology. Writing will be an important part of this course. This year long course will be divided into fourteen units: psychological history, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental

psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. Students will be required to take the AP Psychology test in the spring. (1 credit)

3025 AP Environmental Science (Grade 12; Prerequisite: B in Biology, B in Chemistry, B in Physics.) The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. 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. (1 credit) **Offered alternate years – Not offered 2019-2020**

3052 Astronomy (Grade 12 or by special permission; Prerequisite: completion or enrollment in Physics and Precalculus.) As a rough estimate there are more stars in the universe than there are grains of sand on all the beaches of Earth. You are likely to spend your entire life on one planet going around one of those stars. This course will explore what else is out there. We'll start with our star, the sun, and move outward through the solar system into the universe beyond. You'll learn what scientists think about the universe and why we think we're right. Leave your horoscopes at home and bring your calculator. (Year; 1 credit) **Offered alternate years – Not offered 2019-2020**

3085 Marine Biology (Grade 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 in order 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. (Full year, 1 credit)

Semester Course Descriptions

3042 Organic Chemistry (*Grade 12; Prerequisite AP Chemistry*) This course is designed for students who anticipate pursuing a health related field or a college major that requires organic chemistry. The course will provide an introduction 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*)

3130 Engineering Design (*Grade 11-12; Prerequisites: enrolled or completed Physics and Algebra 2/Trig*) This course is geared towards students who are considering entering the field of Engineering. The course will be project based. After a brief introduction to the Engineering Design Process, students will be challenged to design their own solutions to satisfy a specific problem or need. The Engineering Design Process will include identifying constraints, considering the economics of the project and modeling the solution using 3 D printing where applicable. Possible challenges include a new energy efficient roof for the Underhill building and alternative energy system to reduce FA's carbon footprint and power the field house. The course's capstone project will be an innovative student generated solution for a need or problem they identify here on Long Island. (*Spring, 1/2 credit*)

3043 Sports Anatomy and Physiology (*Grade 11 or 12; Prerequisites: Biology and Chemistry*) Professional and elite sports have developed into multibillion dollar industries as our culture has become eager to see the human body reach its optimal performance. We also pursue athleticism in our own bodies, seeking longevity, physical form, and the "runner's high" of our own peak athletic performance. This course will include a review of the structure and function of human cells, tissues, and organ systems, all within the context of athletics and sports. Additional topics will include the relationship between major body systems, how the body systems work together to provide homeostasis, and how these systems and homeostasis contribute to athletic performances. Reading and discussion of current scientific literature, especially in areas of health and athletic performance, are an integral part of the course. Detailed dissections, in addition to lab investigations, are a required part of this course. In addition to traditional assessments, certain topics will be assessed with various projects and problem-based activities. No athletic experience is required! (*Fall 1/2 credit*) **Not offered 2019-2020**

3056 GSS Diseases, Plagues and Pandemics: How can we improve the health and wellness of a community? (*Grades 11,12*) This is a one semester Global Studies Scholar elective that explores the ecology of diseases. Students in this course will work to explore the essential question: *How can we improve the health and wellness of a community?*

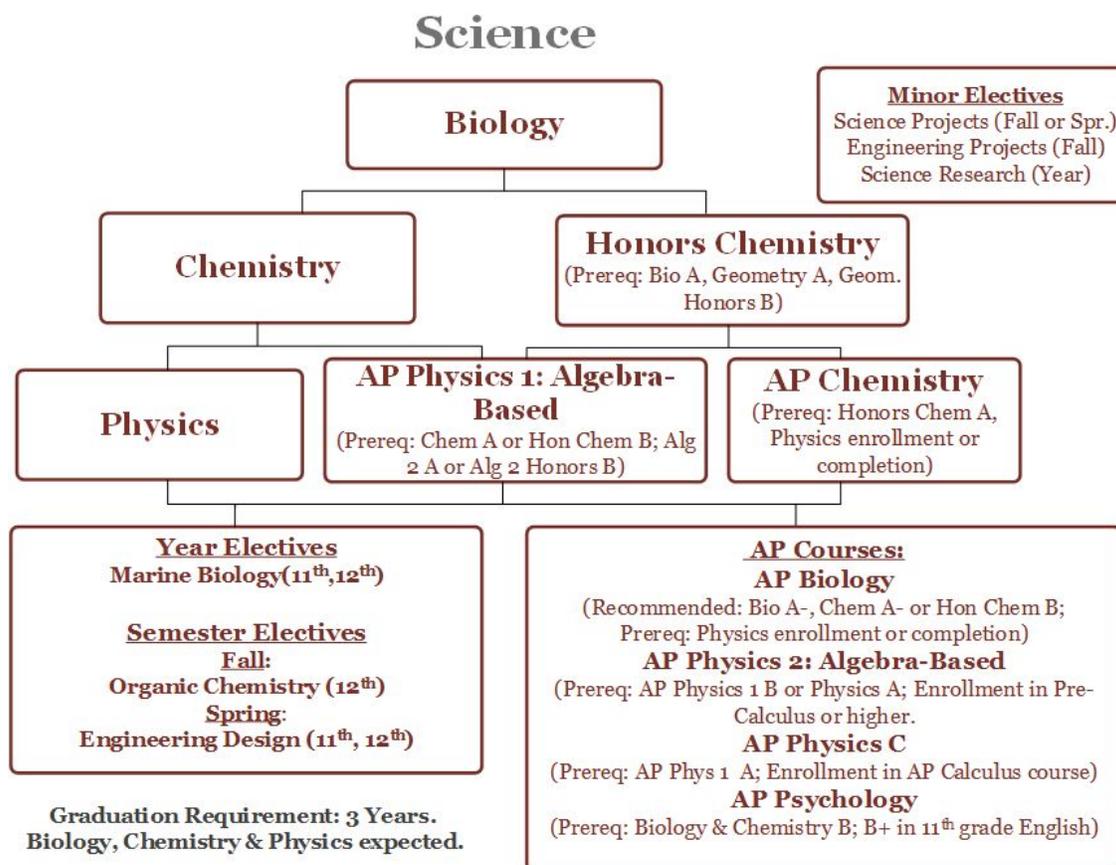
As such, the course will explore topics of pathology (the causes and effects of diseases), the human body's response to disease, and epidemiology (how diseases affect populations). Students will use data from organizations, including the Centers for Disease Control (CDC) and the World Health Organization (WHO), to examine patterns in disease development, and the effects of preventative and responsive programs. In addition, students will have the opportunity to explore the meaning of community, the ecology of different communities, and our responsibilities as members of a community. A critical component of this course will involve integrating skills and understandings from a myriad of disciplines, including biology, health, statistics, geography, and cultural studies. Students will frame their experience in the course through the guiding question of improving the health and wellness in a community, by choosing a specific community and a significant health issue within that community, with the ultimate goal of designing a product (i.e. public service announcement series, educational program, government policy, etc.) that will improve the status of that health issue within the community. Students will develop their skills in scientific communication and public speaking, collaborating with classmates on questions, ideas, and progress. Students will gain confidence in their understanding of the complexity of global health issues and in their ability to communicate that understanding clearly. (*Spring; 1/2 credit*) **Not offered 2019-2020**

Minor Elective Courses

3096 Science Projects (*Grades 9, 10*) This minor elective provides students with the opportunity to engage in extended science activities beyond the constraints of the standard laboratory period. Most of the projects are based on projects taken from the Science Olympiad and give students practice in designing, testing and making modifications to devices they have built to accomplish a particular task. As one example, students design a balsa wood car powered by a mousetrap that must be able to stop at a specified distance. (*Semester course in Fall or Spring; 1/4 credit*)

3098 Science Research (*Grades 10, 11, 12 Prerequisite: Written Research Proposal*) Science research is intended to provide students the opportunity to work on projects outside the normal class structure. Projects may conduct research with the goal of entering a specific competition or they may want to pursue a topic they find interesting. Students who want to take this will work with a faculty member to identify and refine a research project that can be carried out the following school year. Students must submit a formal research proposal for approval by the department. If a student is not able to meet during the assigned block, it may be possible to arrange an alternative schedule. (*Year, 1/2 credit*)

3127 Engineering Projects (*Grades 10,11,12*) This hands-on project-based course will provide the student with an insight into various engineering disciplines and the basic design process. The course will explore two distinct engineering disciplines through the student's experience of constructing a project in that field. (*Fall semester; 1/4 credit*)



Engineering Electives

Science Projects
Engineering Projects
Digital Electronics
Robotics 1: Engineering
Engineering Design

COMPUTER SCIENCE

Full-Year Courses

AP Computer Science A

Post-AP Computer Science: Algorithms

Post-AP Computer Science: Theory of Computation

Semester Courses

Introduction to Computer Science

Digital Electronics

Computer Game Design

Robotics 1: Engineering

Robotics 2: Programming

Full-Year Course

6010 AP Computer Science A (Grades 11-12) 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 CS 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 Exam in May. (*Full Year, 1 credit; Prerequisite: Introduction to Computer Science or Department Approval*)

6012 Post-AP Computer Science: Theory of Computation (Grades 11-12) The course covers several concepts related to computability and complexity: finite automata, regular expressions, push-down automata, grammar, Turing machines, decidability, space complexity, and time complexity. The similarities and differences between determinism and nondeterminism are covered in depth. By the end of the course, students will understand the theoretical underpinnings of the capabilities of computers and leverage this knowledge to solve practical problems in computer science. (*Full Year, 1 credit; Prerequisite: AP Computer Science A and Department Approval; Offered only in alternating years*)

6014 Post-AP Computer Science: Algorithms (Grades 11-12) The course surveys the most important algorithms and data structures in use today. Each algorithm is studied through its implementation in Java. We examine the benefits and drawbacks of each algorithm and data structure as well as their applications in science, engineering, and

industry. The course teaches fundamental techniques and is equivalent to a second- or third-semester college computer science course. (*Full Year, 1 credit; Prerequisite: AP Computer Science A and Department Approval; Offered only in alternating years*)

Semester Courses

6000 Introduction to Computer Science (*Grades 10-12*) Designed for students preparing to take the AP Computer Science course, this 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*)

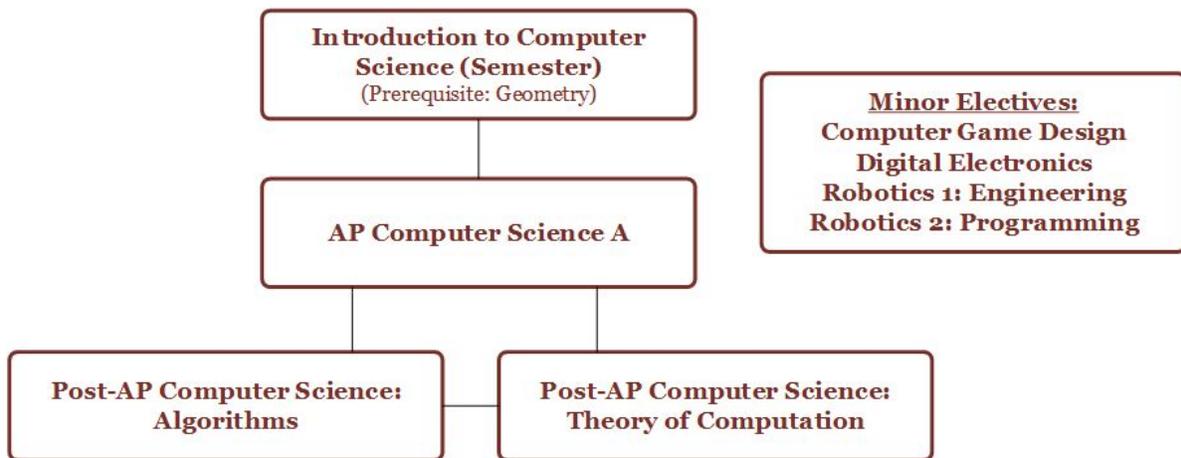
6709 Robotics 1: Engineering (*Grades 9-12*) This class covers topics in the fundamentals of building robots (including applications of applied science, technology, engineering and applied mathematics) through hands on group activities and independent projects. Students will learn about the parts that 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. As a result of this course students will have developed skills in forecasting and planning, project management, building, engineering & robotics knowledge, and teamwork. (*Fall Semester; 1/4 credit*)

6708 Robotics 2: Programming (*Grades 9-12*) This class covers topics in the fundamentals of programming robots (including applications of applied science, technology, engineering and applied mathematics) through hands on group activities and independent projects. We will create both user defined and autonomous programs utilizing the RobotC programming language to control robots created in the level 1 course. As a result of this course students will have developed skills in forecasting and planning, programming & robotics knowledge, and teamwork. (*1/4 credit; Prerequisite: Robotics 1 Engineering*)

6007 Digital Electronics (*Grades 9-12*) This hands-on course teaches students to design and create electronic circuits. Students learn to read and write schematic diagrams and convert those into functioning electronic devices. As students progress through the course, they incorporate more advanced components such as integrated circuits into their designs. By the end of the semester, students will have a good foundation in the logic required to design efficient, functioning digital circuits and the basic tool skills to create them. (*1/4 credit*)

6008 Computer Game Design (Grades 9-12) Designed to give the 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*)

Computer Science



Graduation Requirement: One Computer Science Course, Film Making, Graphic Design, Digital Arts, Music Studio, Photography 1, or Photography 2: Digital. The course used to fulfill the technology requirement cannot be used towards the art requirement.

WORLD LANGUAGES AND CULTURES

Required

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

Full Year Courses

Chinese I, II, III, IVH, AP Chinese Language & Culture

French I, II, IIH, III, IIIH, IV, IVH, GSS French Seminar, AP French Language & Culture, Post-AP French and Francophone Literature and Culture

Spanish I, II, IIH, III, IIIH, IV, IVH, GSS Spanish Language, Spanish Senior Seminar AP Spanish Language & Culture

Latin I, II, III, IVH, AP Latin

Full Year ½ Credit Courses

Introductory Latin

Advanced Introductory Latin I

Advanced Introductory Latin II

CHINESE

4275 Chinese I (*Grades 9-12*) The purpose of this course is to lay the groundwork for the study of modern Chinese. This course will emphasize Mandarin pronunciation and tones as well as provide instruction in all four language skills: aural comprehension, speaking, reading and writing at the beginning level of Chinese. Upper School students will have the opportunity to explore different topics of Chinese language, such as greetings, family, numbers, dates & time, hobbies, and daily life. In addition, this course will also cover traditional festivals, cultural events, calligraphy, music, and other cultural topics. The goal is to build a solid foundation in the Chinese language and the culture(s) of those who speak it so that students can continue into Chinese II the following year. (*1 credit*)

4276 Chinese II (*Grades 9-12; Prerequisite: Chinese I or equivalent*) Chinese II 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 their daily life, weather, and clothing. They will also be able to order food in a restaurant, go shopping, ask for directions, and see a doctor in Chinese. In addition, they will learn how to read and write notes and letters. Cultural topics will include Chinese food, medicine, housing, clothing, and films. Students will learn through the study of authentic materials coupled with daily interactive classroom activities. (*1 credit*)

4280 Chinese III (*Grades 9-12; Prerequisite: Chinese II or equivalent*) This 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, how to ask for help at the library and at the post office, how to rent an apartment, and what to say when seeing a doctor. Some interesting topics, such as sports, travel, and the growth of Modern China will also be covered. Students in Chinese III will gain more proficiency in their listening and speaking skills. They will also have the opportunity to read short stories and to write paragraphs in Chinese. (1 credit)

4281 Honors Chinese IV: (*Grades 9-12; Prerequisite: Chinese III*) Honors Chinese IV students will start to develop more complex conversational skills with greater exposure to authentic Chinese spoken and written materials, as well as somewhat lengthier listening and reading materials. The topics in this year will include: planning a vacation, a trip report, visiting someone, health and fitness, banking, and moving. In this fourth year course, students will explore and discuss many cultural topics through Chinese movies, dramas and traditional performing arts. (1 credit)

4284 AP Chinese Language & Culture (*Grades 10-12; Prerequisite: Honors Chinese IV*) AP Chinese Language and Culture course is designed to provide qualified students with varied opportunities to further improve their proficiency in listening, speaking, reading and writing skills in Chinese. 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. AP Chinese is a yearlong course that is equivalent to approximately 250 hours of content of a college Chinese course. 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 language exam in May. (1 credit)

FRENCH

4019 French I (*Grades 9-12*) The purpose of this course is to lay the groundwork for the study of French and Francophone cultures. This course will emphasize French pronunciation and provide instruction in all four language skills: aural comprehension, speaking, reading and writing at the beginning level of French. Upper School students will have the opportunity to explore different topics of French language, such as greetings, family, numbers, dates & time, hobbies, and daily life. In addition, this course will also cover traditional cultural events, the geography of Francophone countries,

French music, and other cultural topics. The goal is to build a solid foundation in the French language and the culture(s) of those who speak it so that students can continue into French II the following year. (1 credit)

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

4021 Honors French II (Grades 9-12; Prerequisite: French I with a grade of A- or higher and Honorable Mention on National French Exam; if student does not meet this requirement but is motivated to continue with advanced language study, student may be eligible for Honors French II upon receipt of a strong teacher recommendation and completed summer work). 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. French 2 Honors 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 is a comprehensive course 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. They can also pursue topics of personal interest and share their work on a classroom blog and online newspaper. Pronunciation is emphasized. In addition to frequent written and oral assessments, there is a comprehensive final exam. The course offering is dependent upon sufficient student numbers. (1 credit)

4040 French III (Grades 9-12; Prerequisite: French II or equivalent) Conducted primarily in French, this course features the continued exploration of France and the Francophone world through journalism, literature, art, and film. Cultural awareness and listening comprehension are developed with video and audio materials. Grammar is introduced and reinforced through regular writing assignments and oral activities. Web-based assignments are offered to reinforce and enrich classroom activities. Students are encouraged to communicate in French during class. Laboratory exercises help to refine pronunciation and reinforce speaking and listening skills. Evaluation is based on

consistent effort as well as progress in reading, writing, speaking, and listening. Written tests, oral evaluations, and a comprehensive final exam are used to assess student progress. (1 credit)

4050 Honors French III (Grades 9-12; French II Honors prerequisite: a grade of A- and Honorable Mention or higher on National French Exam; French II prerequisite: a grade of A, Honorable Mention or higher on National French Exam, plus summer work; if student does not meet this requirement but is motivated to continue with advanced language study, student may be eligible for Honors French III upon receipt of a strong teacher recommendation and completed summer work). 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. Laboratory exercises help to refine pronunciation and reinforce speaking and listening skills. Evaluation is based on progress in all four skills: reading, writing, speaking, and listening. Students will read two short novels. In addition to regular written and oral assessments, there is a comprehensive final exam. (1 credit)

4060 French IV: Language and Cultures (Grades 10-12; Prerequisite: French III 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 multi-media research projects, which they share orally with the class. Evaluation is based on progress in all four skills: reading, writing, listening, and speaking. (1 credit)

4070 Honors French IV (Grades 10-12; French III Honors prerequisite: a grade of A- and Honorable Mention or higher on National French Exam; French III prerequisite: a grade of A, Honorable Mention or higher on National French Exam, plus summer work; if student does not meet this requirement but is motivated to continue with advanced language study, student may be eligible for Honors French IV upon receipt of a strong teacher recommendation and completed summer work) 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: *Les Défis mondiaux, science et technologie, vie contemporaine, la quête de soi,*

famille et communauté, l'esthétique. 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. Students will have the opportunity to participate in a class blog and explore specific topics of interest in greater detail. The goal for each student is predicated on steady personal progress and improvement, based on his/her level of proficiency in September. Conducted entirely in French, IVH gives students the opportunity to “immerse” in the language for at least forty minutes every day. 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 in June. (1 credit)

4083 GSS French Language and Culture: What does it mean to be French or Francophone in today’s world?(Grades 11,12; Prerequisite: French IV or equivalent) Students in this intensive, full year GSS French language elective will explore the essential question, building on their emerging levels of proficiency in the French language as they engage in interdisciplinary topics that will include 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 and 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 develop a relationship with citizens of Quebec, Martinique, France and other francophone communities in order to answer the essential question. As they gain a deeper understanding of the Francophone world today, students will have the opportunity to engage in meaningful dialogue and project work with peers in these communities. Ultimately, students will engage in topics that help to answer the essential question by presenting research on disciplines of greatest interest to them. This course is open to students by application. (1 credit)

4090 AP French Language and Culture (Grades 11-12; Prerequisite: A- or higher in Honors French IV) Following closely upon the French IV Honors course, this AP French V course continues to refine students' reading, writing, speaking, and listening skills in preparation for the new AP French language exam in May. The syllabus is divided thematically between six units: 1) Family and Community, 2) Science and Technology, 3) Contemporary Life, 4) Personal Quests, 5) Beauty and Aesthetics, and 6) 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, and 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 language exam in May. (1 credit)

4095 Post-AP French and Francophone Literature and Culture (Grade 12; Prerequisite: AP French Language and Culture) This conversation and writing course is developed around six topical and enduring themes: Personal relationships, Media and technology, Generations, Nature and environment, Society, Travel and transport. Each theme is explored in the context of history, literature and film. Grammar and vocabulary are integrated within the framework of these resources, allowing students to strengthen and reinforce their increasing fluency. There will be a series of evaluations throughout this year long course. Students will develop/maintain a blog that will be available to all FA French students for communication and inspiration! Class participation and daily commitment to communication in French are essential to a successful experience in this class. No English is spoken. (1 credit)

SPANISH

4100 Spanish I (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, while laying a foundation for the mastery of reading and writing at higher levels. In addition to periodic assessments during the school year, there is a comprehensive final exam. (1 credit)

4110 Spanish II (Grades 9-12; Prerequisite: Spanish I or equivalent) Conducted primarily in Spanish, this course develops the student's active vocabulary, improves mastery of increasingly complex sentence structure, and develops each student's ability to speak and write creatively. Students develop a greater appreciation of the breadth and variety of the Spanish-speaking world through cultural readings, projects, films, and at least one local field trip. Listening comprehension is practiced with video and audio materials. Evaluation is based on progress in all four skills: reading, writing, listening, and speaking. In addition to tests and quizzes, there is a comprehensive final exam. (1 credit)

4111 Honors Spanish II (Grades 9-12; Prerequisite: Spanish I with a grade of A or above and 70th percentile on National Spanish Exam; if student does not meet this requirement but is motivated to continue with advanced language study, student may be eligible for Honors Spanish II upon receipt of a strong teacher recommendation and

completed summer work) This is an accelerated Spanish II course designed for the more advanced language student who has demonstrated exceptional ability and achievement in the first level. Intensive study of listening, reading, speaking, and writing skills is supplemented by outside reading to provide an introduction to Spanish literature. The course demands the student's constant participation in the target language in order to strengthen his or her language proficiency. Video and audio materials are also an integral part of the course. In addition to regular in-class assessments, students will take the National Spanish Exam given in the spring by the AATSP (American Association of Teachers of Spanish and Portuguese), as well as a cumulative final exam in June. The student who completes this course successfully may be recommended for Spanish III Honors. (1 credit)

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

4129 Honors Spanish III (*Grades 9-12; Honors Spanish II prerequisite: a grade of A- or higher, 70th percentile on National Spanish Exam, and recommendation of the department; Spanish II prerequisite: a grade of A or higher, 70th percentile on National Spanish Exam and summer work; if student does not meet this requirement but is motivated to continue with advanced language study, student may be eligible for Honors Spanish III upon receipt of a strong teacher recommendation and completed summer work*). This is an accelerated Spanish III course designed for the more advanced language student. Conducted in Spanish, the course's primary focus is the mastery of the 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 AATSP (American Association of Teacher of Spanish and Portuguese). There is also a comprehensive final exam in June. (1 credit)

4130 Spanish IV: Language and Cultures (*Grades 10-12; Prerequisite: Spanish III or*

equivalent) Conducted in Spanish, this course focuses on developing key communicative skills in the language, with a particular focus on listening and speaking. Audio and video materials and readings from current periodicals are used to teach culture and to improve listening and reading comprehension skills. Students are required to speak Spanish in class at all times. Grammar is reviewed contextually on a regular basis. In addition to quizzes and tests, there is a final exam. (1 credit)

4135 Honors Spanish IV (Grades 10-12; Honors Spanish III prerequisite: a grade of A-, 70th percentile on the National Spanish Exam; Spanish III prerequisite: a grade of A or higher, 70th percentile on the National Spanish Exam, plus summer work; if student does not meet this requirement but is motivated to continue with advanced language study, student may be eligible for Honors Spanish IV upon receipt of a strong teacher recommendation and completed summer work). Conducted in Spanish, this course is designed as a preparation for the Advanced Placement 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 quizzes and tests, there is a final exam. (1 credit)

4143 GSS Spanish Language and Culture: What does it mean to be a Spanish-speaking member of the global community?(Grades 11,12; Prerequisite: Spanish IV or equivalent) Students in this intensive, full year GSS Spanish language elective will explore the essential question, building on their emerging levels of proficiency in the Spanish language as they engage in interdisciplinary topics that will include 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 and 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, in order 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. This course is open to students by application. (1 credit)

4141 Spanish Senior Seminar (Grades 11-12; Prerequisite IV or equivalent)

This Spanish Language and Culture seminar is based on the four fundamental language skills to help students expand their listening, reading, writing and speaking in practical, real world contexts. The essential proficiency goal is the ability to produce Spanish in a natural, creative and authentically communicative way. Students will analyze a broad range of cultural texts, including short stories, poetry, film, paintings, music and newspaper and magazine articles from Spain and Latin America with the goal of providing a rich, diverse learning experience and multicultural perspective. The wide variety of resources are used to help students gain a broader global perspective and understanding of political, historical, social and cultural events that have shaped Spain and Latin America. Some of the topics to be examined in this class are: immigration, revolution, repression, Hispanic presence and identity in the United States, discrimination, and human rights. The course is updated constantly to reflect current events that connect to the themes and topics being discussed. Students' daily contributions and interactions are paramount to their personal development and proficiency while maintaining the integrity and aims of the course. (1 credit)

4142 AP Spanish (*Grades 11-12; Prerequisite: Honors Spanish IV with a grade of A- or higher*) 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 exam in the spring. (1 credit)

LATIN

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

attention will be given to etymologies and derivations. Consideration will also be given to the culture of ancient Rome and the stories and character traits of the Olympian gods and goddesses. (1 credit)

4160 Latin II (Grades 9-12; Prerequisite: Latin I or Advanced Introductory Latin or equivalent) This course continues where Advanced Introductory Latin left 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 II 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 Dr. Duke. (1 credit)

4170 Latin III (Grades 9-12; Prerequisite: Latin II or Advanced Introductory Latin II) After the students have completed the study of virtually all the grammar and syntax they will need (such as indirect discourse), the course focuses on reading excerpts of Latin authors (eg., Ovid) and on some preparation for the Advanced Placement Latin examination. Much attention is given to the close reading of poetry, with particular emphasis on scanning, the use of rhetorical figures, and close textual analysis. There are frequent quizzes and periodic tests, and there is a comprehensive final exam. (1 credit)

4180 Honors Latin IV (Grades 10-12; Prerequisite: Latin III and strong recommendation of current teacher) Honors Latin IV is the first half of a two year course designed to prepare students for the AP Latin exam. Students who successfully complete the course will be able to enroll in AP Latin V the following year. During the first semester of Latin IV, students will review all of the grammar that they learned in Latin I-III and will build up their Latin vocabularies through frequent quizzes. We will cover about three Wheelock chapters a week during the first semester as we review material. In the second semester of Latin IV, students begin the AP Latin syllabus by reading selections from Julius Caesar's *De Bello Gallico*. In addition to the *De Bello Gallico*, there will be supplemental readings from Tacitus' *Germania*, an ethnographical 1st century A.D. Latin treatise on the tribes which inhabited Germany during the Roman imperial period. The main focus of the second half of Latin IV will be on examining Roman attitudes towards non-Roman cultures and peoples as depicted in these two texts. Much attention will also be paid to the grammatical and stylistic features of Latin prose, including rhetorical and stylistic devices used by Caesar and Tacitus. In addition, the World Languages and Cultures Department will be sponsoring an archaeological dig at a Roman site near the Mediterranean to supplement the ethnographical aspects of the Latin IV and AP Latin V courses. (1 credit)

4192 AP Latin (*Grades 10-12; Prerequisite: Honors Latin IV and strong recommendation of current teacher*) AP Latin is the second half of a two year course designed to prepare students for the AP Latin Exam. The overall goal of the course is to help students prepare to take the AP Latin Exam in May. We will complete the AP Syllabus by reading select Latin passages from Books 2, 4, and 6 of the Aeneid. We will also read select books of the Aeneid in English translation. As part of the preparation for the AP Latin exam, we will devote a great deal of class time to analyzing Vergil's Latin text (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, devote class time to discussing the historical background of the Aeneid, and look for ways in which we can draw connections between Vergil's poem and Julius Caesar's De Bello Gallico. (1 credit)

Full Year ½ Credit Courses

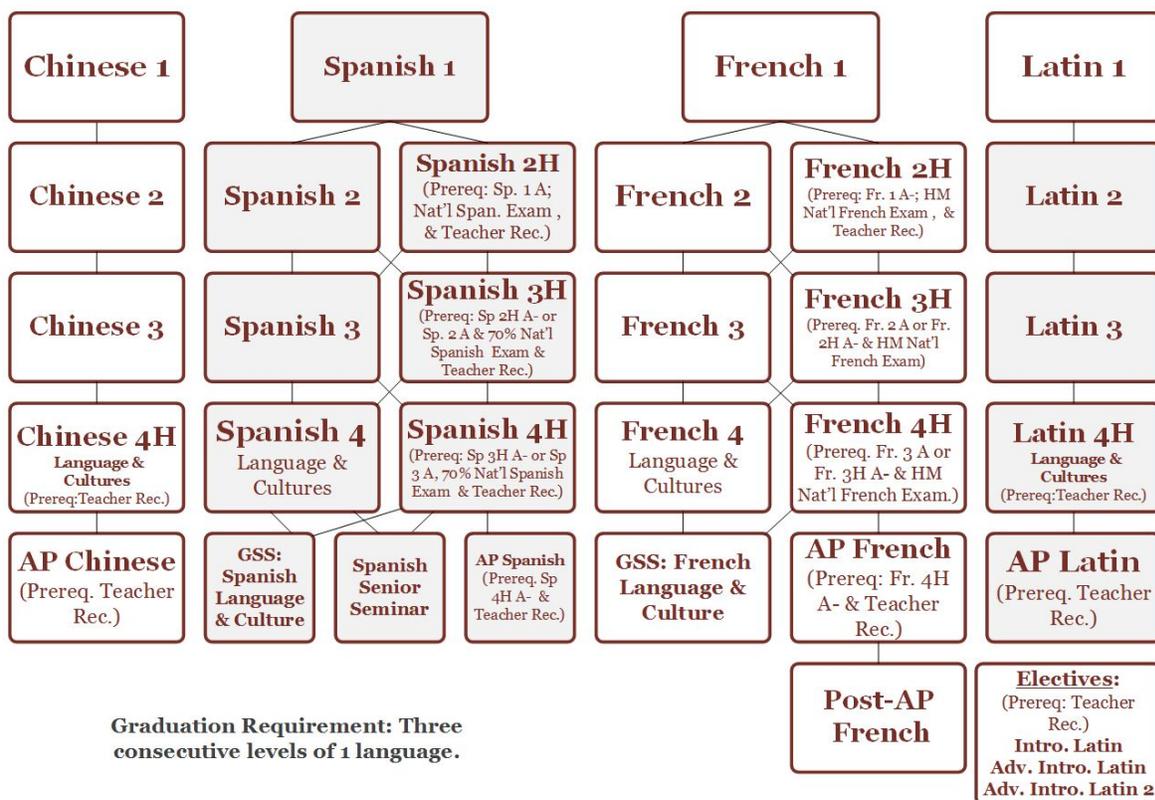
4147 Introductory Latin (*Grades 9-12; Prerequisite: Recommendation of the department*) Introductory Latin offers students an opportunity to study the basic grammatical concepts of the Latin language. The student in Introductory Latin will learn some of the fundamental grammatical and syntactical features 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 Introductory Latin course can continue their study of Latin with Advanced Introductory Latin. (1/2 credit)

4148 Advanced Introductory Latin 1 (*Grades 9-12; Prerequisite: Introductory Latin*) Advanced Introductory Latin 1 offers students a further introduction into the basic grammatical concepts of the Latin language and assumes that students have some prior knowledge of Latin (the completion of Introductory Latin). Students who successfully finish the course have the option of continuing their study of Latin by taking full-credit Latin II the following year. The student in Advanced Introductory Latin 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. (1/2 credit)

4149 Advanced Introductory Latin 2 (*Grades 9-12; Prerequisite: 2 years of Middle School Latin or the equivalent of Latin I*) Advanced Introductory Latin 2 offers students a further introduction into the basic grammatical concepts of the Latin language and

assumes that students have some prior knowledge of Latin (two years of Latin in Middle School or the completion of Latin I). Students who successfully finish the course have the option of continuing their study of Latin by taking full-credit Latin III the following year. The student in Advanced Introductory Latin 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. (1/2 credit)

World Languages & Cultures



GLOBAL STUDIES SCHOLARS PROGRAM

Global competence at Friends Academy is rooted in the understanding that 'the peoples of the world are one people, enriched by individual differences and united by a common bond of humanity. Diversity in this world community is its greatest strength; understanding and respect are its greatest gifts.' In an effort to nurture this understanding and to offer FA students important opportunities to develop the sensitivity and the skills needed to become true citizens of the world, strong leaders, and generous humanitarians, the Global Studies Scholars Initiative was developed. We continue to offer unique, project-based, interdisciplinary opportunities that allow students to delve thoroughly into research and experiential learning, developing their work around an essential question. Each GSS elective is inspired by the UN Sustainable Development Goals [SDG] and informed by social action, social responsibility, and social justice.

Curricular expectations include:

- An essential question that directs all components of project
- Collaboration
- Sustained relationships with organizations, research centers, schools, institutions, etc. connected to the course topic
- Creative problem solving
- Empathic research and writing for cultural literacy
- Sustainable practices
- Culmination materials, including digital portfolios and oral and written articulation of projects
- Workshop and class components include:
 1. Preparation for Social Action
 2. Presentational speaking and persuasive argument
 3. Seminars specific to the course project/content
 4. Ethnographic writing
 5. Research

Full-Year Courses

GSS French Language and Culture
GSS Spanish Language and Culture
GSS Honors International Relations

Fall Semester Courses

GSS Matriarchy and Patriarchy within the Ancient and Modern Worlds

Spring Semester Courses

GSS Diseases, Plagues and Pandemics (**Not offered 2019-20**)

GSS Just Add Water

Full-Year Course Descriptions

4083 GSS French Language and Culture: *What does it mean to be French or Francophone in today's world?* (Grades 11,12; Prerequisite: French IV or equivalent.) Students in this intensive, full year GSS French language elective will explore the essential question, building on their emerging levels of proficiency in the French language as they engage in interdisciplinary topics that will include 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 and 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 develop a relationship with citizens of Quebec, Martinique, France and other francophone communities in order to answer the essential question. As they gain a deeper understanding of the Francophone world today, students will have the opportunity to engage in meaningful dialogue and project work with peers in these communities. Ultimately, students will engage in topics that help to answer the essential question by presenting research on disciplines of greatest interest to them. This course is open to students by application. (1 credit)

4143 GSS Spanish Language and Culture: *What does it mean to be a Spanish-speaking member of the global community?*(Grades 11,12; Prerequisite: Spanish IV or equivalent.) Students in this intensive, full year GSS Spanish language elective will explore the essential question, building on their emerging levels of proficiency in the Spanish language as they engage in interdisciplinary topics that will include 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 and 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, in order 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. This course is open to students by application. (1 credit)

5073 GSS Honors International Relations: *What roles do states play and what responsibilities do they bear in today's global society?* (Grades 10,11,12) This full-year GSS elective will offer students the opportunity to analyze the complexities and processes involved in world politics and international affairs. Coursework will provide exposure to the key subfields of the discipline and relevant issues, including globalization, human rights, humanitarian action and economic development. We will examine current affairs, history, and theory and practice to formulate standards for evaluating the quality of political life and the performance of institutions. The course will offer students experiential opportunities to explore the essential questions and to deepen their knowledge base around topics that will include: the US and world affairs, international relations, peace and conflict studies, international organizations, introduction to international security, as well as neutrality and nonalignment. (1 credit)

Semester Course Descriptions

5079 GSS Matriarchy and Patriarchy within the Ancient and Modern Worlds: *How can women living within repressive and restrictive patriarchal societies exert their power and influence upon the environment which they inhabit?* (Grades 10, 11, 12) This is a one-semester Global Studies Scholar elective that sheds a light upon the women of ancient Greece and Rome: what we know about them, their lives and experiences within the worlds of ancient Greece and Rome. Students will have the opportunity to examine in-depth: women in ancient literature (how are women in ancient Greece and Rome portrayed and described by primarily male writers?), the famous women of ancient Greece and Rome (what power and influence did they exert within the highest levels of society?), and the lives of ordinary Greek and Roman women (what do we know about them and their lives and how?). Students will examine data and evidence from a wide variety of different sources: literary (Roman and Greek writers in translation), epigraphic (Latin and Greek inscriptions), historical, archaeological, and artistic (Roman and Greek representations of women in ancient art). After gaining a deep understanding about women in antiquity, students will then have the opportunity to make the transition to the modern world by examining the lives of modern women living within similarly restrictive and patriarchal societies. Each student in the course will select a modern country or community where women live within restricted and repressive environments comparable to those of ancient Greece and Rome. Students will prepare a report or project detailing the experiences and difficulties women in these countries face and how their lives and experiences are reflected in the art, literature, music, history, etc. of that country or community. Students in the course will also be encouraged to reach out to the United Nations and contact the embassy of the country

they are researching in order to gain a deeper hands-on knowledge about the lives of women in those countries. Students in the course will ultimately gain a deeper understanding and respect for the challenges that women of the past and the present have faced and continue to face in exerting their voice and influence within traditionally repressive cultures. (*Fall; ½ credit*)

5074 GSS Just Add Water! : *How does our connection with water make us more human and inform our understanding of culture, sustainability, and social justice?* (Grades 10,11,12) In this one-semester elective course, students will develop essential skills in identifying and solving problems, collaborating on research and presentation, and deepening one's understanding of Quaker witness through active development of message delivery skills in speaking and writing. Students will examine and explore the myriad aspects of water in our world and culture, including: water as a part of our bodies and sustenance; water as a source of symbolism and inspiration for literature, art, film, video, and other media; immersion in water and proximity to water as integral components of our neurological, physical, emotional, and spiritual well-being; water in spiritual rituals; and access to clean water and sanitation as a UN sustainable development goal and as a social justice issue. Students will explore how individuals and communities obtain water for drinking, daily use, and industry, and what obstacles have existed which prevent equal access to clean water for all human beings. Curricular trips and workshops with area specialists will help students develop a keen understanding of the story of water and a desire to develop and execute a project which will improve access to clean water. (*Fall, ½ credit*) **Not offered 19-20**

5076 GSS Diseases, Plagues and Pandemics: *How can we improve the health and wellness of a community?* (Grades 11,12) This is a one semester Global Studies Scholar elective that studies the ecology of diseases. Students will have the opportunity to explore topics of pathology (the causes and effects of diseases), the human body's response to disease, and epidemiology (how diseases affect populations). Students will use data from organizations, including the Centers for Disease Control (CDC) and the World Health Organization (WHO), to examine patterns in disease development, and the effects of preventative and responsive programs. In addition, students will have the opportunity to explore the meaning of community, the ecology of different communities, and our responsibilities as members of a community. A critical component of this course will involve integrating skills and understandings from a myriad of disciplines, including biology, health, statistics, geography, and cultural studies. Students will frame their experience in the course through the guiding question of improving the health and wellness in a community. They will choose a specific community and a significant health issue faced there, with the ultimate goal of designing a product (i.e. public service announcement series, educational program, government policy, etc.) that will improve the status of that health issue within the community. Students will develop their skills in

scientific communication and public speaking, collaborating with classmates on questions, ideas, and progress. Students will gain confidence in their understanding of the complexity of global health issues and in their ability to communicate that understanding clearly. (*Spring; 1/2 credit*) **Not offered 2019-2020**

Global Studies Scholar Program

**GSS Honors:
Spanish Language
& Culture**
(11th, 12th, Year)

**GSS Honors:
French Language &
Culture**
(11th, 12th, Year)

**GSS Honors:
International
Relations**
(10th-12th, Year)

**GSS: Matriarchy &
Patriarchy Within the
Ancient and Modern
Worlds**
(11th and 12th, Fall)

**GSS: Just Add
Water**
(11th-12th, Spring)

**All GSS courses entry by application and interview.
There are no grade prerequisites.**



VISUAL, DIGITAL and PERFORMING ARTS

Required: One Credit

Courses Offered:

Honors Arts Program

Performing Arts:

Music Courses

Dance Courses

Theater Courses

Visual Arts:

Visual Arts Courses

Digital Arts Courses

Honors Arts Program

The Honors Arts program provides a forum for students with particular interest in the arts to engage more deeply in artistic and aesthetic inquiry through artistic experience, reading, research, and dialogue. This academically challenging program is designed to enhance cognitive thinking skills by connecting the individual arts experience to a larger concept of the role the arts play in our world

The program, which is to be taken *in addition to* regular Visual and Performing Arts Classes, is open to students in the eleventh and twelfth grades who have taken the required prerequisites in their artistic disciplines. Students must apply for and be accepted to the program and must maintain a 'B+' average overall in order to be eligible.

The program includes the following components:

- Each student will be assigned a mentor with whom he or she will meet on a regular basis.
- Each student will be required to document his or her creative process and growth as an artist.
- Students will attend a weekly seminar designed to develop their understanding of universal artistic concepts and generate dialogue about their arts experiences.
- Each student will be required to attend three planned events relating to the arts each semester.
- Each student will be required to propose, complete, and present one major project, or several smaller projects, each semester.

Applications for the Honors Arts Program are available on-line in the spring.

PERFORMING ARTS – OVERVIEW

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 play 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, Costume, Stagecraft and Technical Theater.

PERFORMING ARTS – MUSIC

Full Year Courses

Wind Ensemble

Orchestra

Jazz Band

9th grade Vocal Ensemble

Vocal Ensemble

Concert Choir

Chamber Choir

AP Music Theory

Semester Year Courses

Music Studio

Music Theory

Mixed Music Ensemble

Course Descriptions

6306 Wind Ensemble (*Grades 9-12 Prerequisite: Students should be able to play their chosen instrument at a NYSSMA level 4 or above. Audition required.*) 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, as well as combining with the Orchestra for symphony work. Students build upon previous instrumental training through 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 in December and May. *(Full Year; ½ Credit)*

6304 Orchestra *(Grades 9-12 Prerequisite: Students should be able to play their chosen instrument at a NYSSMA level 4 or above. Audition required.)* 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, as well as combining with the Orchestra for symphony work. Students build upon previous instrumental training through 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 in December and May. *(Full Year; ½ Credit)*

6308 Jazz Band *(Grades 9-12 Prerequisite: 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)*

6310 9th Grade Vocal Ensemble *(Grade 9)* 9th Grade Vocal ensemble studies a variety of musical styles. There is a focus on ear training, sight singing and part singing as well as vocal techniques and development of the standards of excellence. This course provides students a vocal foundation that will prepare them to take all future vocal and music theory classes. *(Full Year; ½ Credit)*

6311 Vocal Ensemble *(Grade 10)* 10th Grade Vocal ensemble studies a variety of musical styles. There is a focus on ear training, sight singing and part singing as well as vocal techniques and development of the standards of excellence. This course provides students a vocal foundation that will prepare them to take all future vocal and music theory classes. *(Full Year; ½ Credit)*

6338 Mixed Music Ensemble *(Grades 10 - 12.)* This ensemble includes a combination of vocal and instrumental students. Instrumentation is limited to rhythm section (Piano, Bass, Guitar and Drums) Music will include, but not be limited to Rock, Pop, Gospel and other genres of contemporary music. Students in class should be confident in their musicianship and willing to learn and try new things. *(Semester Course; 1/4 Credit)*

6331 Concert Choir *(Grades 9-12 Audition Required. 9th graders must also be enrolled*

in 9th Grade Vocal Ensemble.) 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 at the winter and spring concert, as well as other concerts and school events. *(Full Year; ½ credit)*

6303 Chamber Choir (*Grades 10-12 Audition required.*) The focus of the group is to have an opportunity to learn challenging material created specifically for small ensembles. This group performs throughout the year both at formal concerts and in more informal settings. Students in this group must also be enrolled in Concert Choir. *(Full Year; 1/4 Credit)*

6299,6300 Music Studio I & II (*Grades 9-12*): Finding your musical voice and learning to express your ideas through music are at the heart of this semester long course. Musical structure and analysis are examined and the fundamentals of computer-based music making, recording, and production are taught to give students the tools to capture their musical ideas. Proficiency with an instrument is not required for success in this course. In Music Studio II all work is project based. *(Semester Course; ¼ credit, tech or art credit)*

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

6352 AP Music Theory (*Grades 11-12; Prerequisite Music Theory or independent study Music Theory and passing the entrance exam with a B or better*) For serious music students who plan to pursue music as part of their college course of study. Students must be proficient on their instrument or voice. The coursework includes advanced work in written concepts, terminology and notation, exercises in music reading and sight singing, practice in ear training, and work in analysis and composition. This course meets every day. The coursework will prepare the students for the Music Theory Advanced Placement examination. *(Full year; 1 Credit)*

Performing Arts: Music

Performing Ensembles

Wind Ensemble

Jazz Band

Orchestra

9th Grade Vocal Ensemble

Vocal Ensemble

Mixed Music Ensemble

Concert Choir

Chamber Choir

Music Courses

Music Theory

AP Music Theory

Music Studio 1

Music Studio 2

Honors Arts

(by application)

**Graduation Requirement: One full credit of courses in
Visual and/or Performing Arts**

PERFORMING ARTS: DANCE

Full Year Courses

Dance I /II

Advanced Expressions in Dance I/II

6721 Dance I

6722 Dance II

(By audition or instructor approval only) 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 come together to 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)*

6720 Advanced Expressions in Dance I

6723 Advanced Expressions in Dance II

(By audition or instructor approval only) Advanced Expressions in Dance may be taken for two years. The class is an intense study in technical and choreographic skills. Students develop a personal creative process, choreograph, and learn repertoire. This course may be applied to either PE or Art requirements. *(Full Year; 1/2 credit)*

PERFORMING ARTS: THEATER

Full Year Courses

Theater Studies

Performing Arts

Advanced Performance Studies: Acting and Directing

Advanced Performance Studies: History and Literature

Semester Course

Stagecraft

Stagecraft Apprenticeship Program

Full Year Course Descriptions

6362 Theater Studies (Grade 9) This course is a solid jumping off point for both the serious theater student and the student who is interested in increasing their skill level and perhaps participating in school plays. The curriculum emphasizes the exploration of literary structure, dramatic context, character development, and improvisation. The playwriting unit in the class focuses on writing monologues. *(Full Year, 1/2 credit)*

6364 Performing Arts (*Grade 10; Prerequisite: Theater Studies or departmental approval*) In this course the students take the skills learned in Theater Studies and begin to focus on script analysis, intermediate character development, understanding of subtext, and the Stanislavskian principles of acting. The playwriting unit focuses on writing dialogue. The course develops aesthetic awareness and an understanding of the concepts, elements, principles, and theories of performance. Throughout the year students learn to give and receive honest feedback in preparation for the directing work to follow. (*Full Year; 1/2 credit*)

6357 Advanced Performance Studies I
6358 Advanced Performance Studies II

(*Grades 11-12; Prerequisite: Performing Arts or department approval*)
Advanced Performance Studies I & II 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 programs. Drawing upon history, literature and styles of acting and directing, students work to develop a comprehensive philosophy and approach to their work as a creative artist. Playwriting is structured as a writer's workshop and student's work is shared in Original Works. Students may take one class and not the other, but are encouraged to take the full two years in order to experience the cumulative curriculum. (*1 credit per year*)

6367 Advanced Performance Studies: History and Literature
History and Literature begins with the origins of western theater and traces its development through modern drama. The course looks at major historical events and the role theater played in influencing and interpreting those events. Simultaneously we examine major plays from each era, engaging in script analysis and interpretation of those plays in light of the events they arose from and their application to modern society. Students are also introduced to the fundamentals of directing and playwriting through research, writing and performance. (*Full Year; 1 credit*)

6365 Advanced Performance Studies: Acting and Directing
Acting and Directing explores the major movements that have developed in American acting technique over the last 125 years. Beginning with the influences of Constantine Stanislavski, the course draws from major practitioners such as Sanford Meisner, Stella Adler, Uta Hagen and Anne Bogart. Students are also challenged in more advanced levels of directing and dramaturgy through research, writing and performance. (*Full Year; 1 credit*)

Semester Course Descriptions

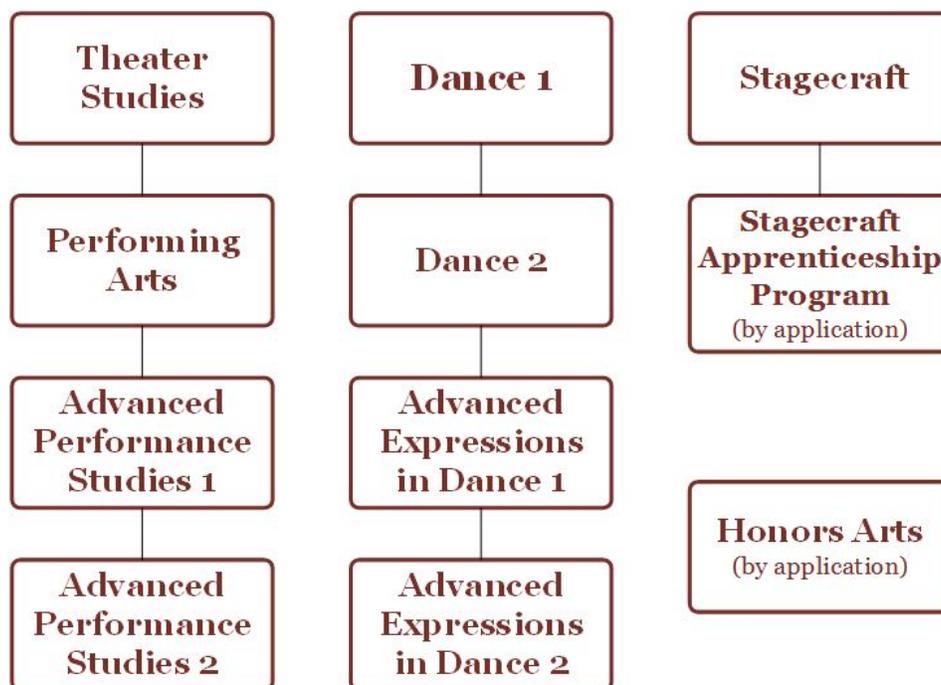
6366 Stagecraft

This course is designed for the student who has an interest in how things work, how things go together, and what makes things run. Starting from the beginning by exploring the theater space and how it works, students then move on to learning to choose and use hand and power tools and simple carpentry skills. The class is rounded out by learning about the rudiments of sound, electrics and rigging. The course is entirely hands on. *(Semester course, 1/4 credit)*

6378 Stagecraft Apprenticeship Program

Once a student has completed stagecraft he/she may apply for the Stagecraft Apprenticeship Program. 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 and 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. Honors designations can be earned through additional design or leadership components. Admittance to the Stagecraft Apprenticeship Program is by application only. *(Semester Course, 1/4 credit)*

Performing Arts: Theater & Dance



Graduation Requirement: One full credit of courses in Visual and/or Performing Arts

VISUAL ARTS: OVERVIEW

The Upper School Visual Arts program offers students the opportunity to immerse themselves in experiences with both traditional studio art materials and digital media. All Visual Arts courses enable students to develop an individual artistic voice through an emphasis on self expression, creative problem solving, visual literacy and critical thinking. A variety of classes are offered beginning with level 1 courses and building to Advanced Placement 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. Throughout the year, the Dolan Center Art Gallery showcases a selection of student artwork completed in all Visual Arts courses.

VISUAL ARTS: DIGITAL

Full-Year Course

AP Art Portfolio (*1 credit*)

Semester Courses

Digital Arts I, II

Graphic Design I, II, III

Animation

Film Making I, II, III

Course Descriptions

6291 Digital Arts I (*Grades 9-12*) This course explores the many facets of Digital Arts. Working with a variety of new media, students will learn about the many possibilities of digital tools in the art making process. Projects are completed in Photo-Illustration using Adobe Photoshop, Creative Coding using Scratch and/or P5.js, and Stop Motion animation for which students will design and create their characters using state of the art 3D Printers and design software. With an equal emphasis on both the technique and the concept, students explore their artistic voice as they also learn how to deconstruct their work and that of their fellow students during constructive group critiques. (*Semester course; 1/4 credit*)

6295 Digital Arts II (*Grades 9-12, Prerequisite: Digital Arts I*)

This is a project based class where students work individually to creatively express a concept using newly learned techniques as well as building upon the artistic and technical knowledge they gained in Digital Arts I. (*Semester course; 1/4 credit*)

6297 Animation: Beyond Stop Motion (*Prerequisite: Digital Arts I*)

In this course, students will first revisit the animation skills and concepts which they learned in Digital Arts I. They will then apply this knowledge to new creative projects using more advanced animation software such as Adobe After Effects. Students will learn how to create short animated films using either hand drawn, computer generated, or photographic imagery. Projects will reveal the narrative power of animation as students deepen their artistic voice through animated storytelling. (*Semester course; 1/4 credit*)

6810 Graphic Design I (*Grades 9-12*)

In this course, Students will learn the fundamentals of Graphic Design, including typography, color theory, layout, form and context. Students will utilize an iPad and Apple Pencil, together with professional software *Procreate*, to work up designs from concept sketch to final product, focusing on how Elements and Principles translate to multiple design challenges. (*Semester course; 1/4 credit*)

6811 Graphic Design II (*Grades 9-12, Prerequisite, Graphic Design I*)

In this course, Students will build upon the lessons and artistic concepts learned in Graphic Design 1. Students will expand their knowledge of technical design by moving on to software entitled Affinity Designer, still working with an iPad and Apple Pencil. Emphasis will be on visual communication, more advanced design concepts and furthering their individual artistic style, all while being introduced to vector graphics, creating more polished and professional designs. (*Semester course; 1/4 credit*)

6812 Graphic Design III (*Grades 10-12, Prerequisite, Graphic Design II*)

In this course, Students will build upon the skills developed in both Graphic Design I and II to tackle independent design initiatives, real-world challenges and more commercially-based design projects. Students will work to design projects from beginning to end and will incorporate client feedback into their designs. (*Semester course; 1/4 credit*)

6293 Filmmaking I (*Grades 9-12*)

Working both individually and in groups throughout the semester students will apply the concepts they learn in class through projects in various film genres such as experimental, narrative and documentary. This one semester class looks at the four primary elements of filmmaking: storyboarding, directing, cinematography, and editing. Students will learn how to shoot with Canon DSLR cameras and how to edit using Adobe Premiere. The Students are taught the scope of filmmaking as well as the individual components that make up the whole. (*Semester course; 1/4 credit*)

6294 Filmmaking II (Prerequisite: *Filmmaking I*)

In this more advanced Filmmaking course, students focus on creating one or two films, either individually or collaboratively. Students use their knowledge from Film Making I in order to further develop their voice as a filmmaker. From concept to storyboarding to filming and editing, students will work and rework a film in any genre until it is complete. Time will be allowed for constructive group critiques as well as viewing inspirational and relevant films from the past and today. (*Semester course, ¼ credit*)

6295 Filmmaking III (Prerequisite: *Filmmaking II*)

The advanced Filmmaking course is all project based. Students propose their own projects and work more in depth to develop their own style and voice as an artist. Time will be allowed for constructive group critiques as well as viewing inspirational and relevant films from the past and today. (*Semester course, ¼ credit*)

6024 AP Art Portfolio (Grade 12; Prerequisites: *Studio or Digital Art courses in Grades 9-11*) 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, and students are required to explore a wide variety of styles and techniques. Assignments are given, completion of which may require time outside of class. Each student will be expected to work with the instructor in maintaining a digital portfolio of their artwork for submission to the College Board in May, and will prepare and mount a spring exhibit in the gallery. The digital portfolio may also be used by the student as supplemental material for college applications. (*Full Year; 1 credit*)

VISUAL ARTS: PHOTOGRAPHY

Full-Year Courses

Photography I (*½ credit*)

AP Art Portfolio (*1 credit*)

Semester Courses (all ¼ credit)

Photography II: Digital

Photography II: Film

Course Descriptions

6260 Photography I (Grades 10-12, Prerequisite: *Studio Art I or Digital Art I*)

Through lessons in both film and digital photography, students will explore the many facets of photography. This course will introduce students to the film camera's

mechanisms as well as how to manipulate the same mechanisms in a DSLR camera. They will explore the creative power of the camera through various projects including still life, portraiture, and landscape. Students will use both the darkroom as well as Adobe Photoshop to develop and enhance their images. (*Full Year course, ½ credit*)

6261 Photography II: Digital (*Prerequisite: Photography I*)

As a continuation of Photography I, this course enables students to further develop their strengths in Digital photography as they sharpen their technical and creative skills. Each class project is designed to target a specific photographic issue of both technical and aesthetic importance. Students will explore different ways in which to best express their individual ideas. Students will also continue to develop their analytical skills as they participate in class critiques and study the work of historical and contemporary photographers. (*Semester course, ¼ credit*)

6263 Photography II: Film (*Prerequisite: Photography I*) As a continuation of Photography, this course enables students to further develop their visual strengths in film photography as they sharpen their technical skills. Each class project is designed to target a specific photographic issue of either technical or aesthetic importance. Students will explore various creative darkroom techniques as well as ways in which to best express their individual ideas. Students will also continue to develop their analytical skills as they participate in class critiques and study the work of master photographers. (*Semester course, ¼ credit*)

6024 AP Art Portfolio (*Grade 12; Prerequisites: Studio or Digital Art courses in Grades 9-11*) 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, and students are required to explore a wide variety of styles and techniques. Assignments are given, completion of which may require time outside of class. 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

Full-Year Course

AP Art Portfolio (*1 credit*)

Semester Courses (*all ¼ credit*)

Studio Art I

Advanced Studio Art I

Studio Art II

Advanced Studio Art II

Studio Art III

Advanced Studio Art III

Studio Art IV

Course Descriptions

6100 Studio Art I

Studio Art I is a foundation course designed to help students begin to develop their artistic voice as well as prepare them for future studio art and photography courses. Through experiences in drawing, painting, and printmaking, students will be introduced to the foundations of design and composition and gain confidence in their artistic ability. They will be introduced to the elements and principles of design to develop a visual literacy and learn how to express their ideas in visual form. Studio Art I is a prerequisite for all other studio art courses. (*Semester course, ¼ credit*)

6101 Advanced Studio Art I (*Prerequisite: Studio Art I*)

In this course students will make self-driven artistic choices utilizing any of the drawing, painting, printmaking and design materials/processes from Studio Art 1. Students will be encouraged to develop their artistic voice as they deepen their visual literacy and strengthen their visual problem solving abilities. It is highly recommended for any student considering AP Studio Art as well as for any student interested in studio art. (*Semester course, ¼ credit*)

6102 Studio Art II (*Prerequisite: Studio Art I*)

This course continues to aid students in becoming visual problem solvers while gaining experience necessary for advanced level studio art courses. They will have the opportunity to work with new drawing, painting, printmaking and design materials/processes in order to develop their artistic voice. It is a required course for any student interested in enrolling in Studio III, Studio IV, all Advanced Studio courses and AP Art Portfolio. (*Semester course, ¼ credit*)

6103 Advanced Studio Art II (*Prerequisite: Studio Art II*)

In this course students will make self-driven artistic choices utilizing any of the drawing, painting, printmaking and design materials/processes from Studio Art II. Students will be expected to attempt to develop their artistic voice as they deepen their visual literacy and strengthen their visual problem solving abilities. It is a required course for any student considering taking AP Studio Art and highly recommended for any student interested in studio art. (*Semester course, 1/4 credit*)

6104 Studio Art III (pre-AP) (*Grades 11, 12; Prerequisite: Studio Art II*)

Expanding materials/processes in drawing, painting, printmaking and design, this is a class for advanced students. Students will engage in challenging work and explore visual problems of greater complexity. Works developed in this class will become part of the student's AP Art portfolio, and/or can be used as a visual art supplement to a college application. It is a required course for any student considering taking AP Studio Art and highly recommended for any student seriously interested in studio arts. (*Semester course, 1/4 credit*)

6105 Advanced Studio Art III (*Prerequisite: Studio Art III*)

In this course students will make self-driven artistic choices utilizing any of the drawing, painting, printmaking and design materials/processes from Studio Art III. They will be expected to develop more challenging work and explore visual problems of greater complexity. It is a required course for any student taking AP Studio Art and highly recommended for any student seriously interested in studio art. Students planning on enrolling in AP Studio Art will use this course to complete the Breadth section of their Portfolio and begin to prepare for the rigors of the AP class, while other art students may round out their college supplements and begin to prepare for the rigors of Studio Art IV. (*Semester course, 1/4 credit*)

6106 Studio Art IV (*Grade 12; Prerequisite: Studio Art III*)

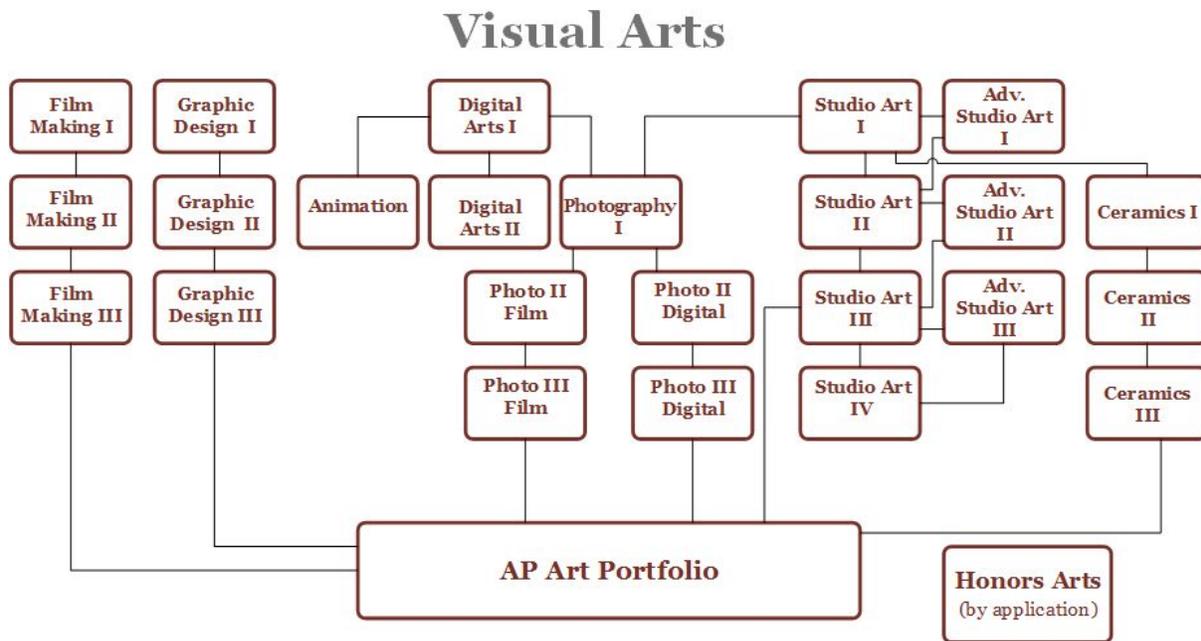
This course for seniors is designed to allow the students the freedom to explore subject matter on their own terms. Students will express their personal artistic style and pursue it with vigor through a wide variety of media and methods. Students will have the opportunity to look critically at, and speak/write about their own work. (*Semester course; 1/4 credit*)

6220 Ceramics I (*Grades 10-12; Prerequisite: Studio Art I*) A studio course introducing 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. 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 instructor. (*Semester course, 1/4 credit*)

6221 Ceramics II (Prerequisite: Ceramics I)

In Advanced Ceramics, students will explore more fully the potential of clay through a variety of sculptural, decorative and utilitarian approaches. Materials, processes and techniques include coil, slab, use of drape molds, sculpture, throwing on the wheel, hand building, glazing and firing. Student choice will facilitate their understanding of clay aesthetics and self-expression. *(Semester course, 1/4 credit)*

6024 AP Art Portfolio (Grade 12; Prerequisites: Studio or Digital Art courses in Grades 9-11) 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, and students are required to explore a wide variety of styles and techniques. Assignments are given, completion of which may require time outside of class. 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)*



Graduation Requirement: One full credit of courses in Visual and/or Performing Arts

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

9th grade: Quakerism

10th grade: Community Service; Problems, Pragmatism and Citizenship

12th grade: Senior Reflections: Seeking happiness, peace and purpose

9th- 12th grades: Quaker Meeting for Worship

Electives

Reel Diversity: Examining Dimensions of Diversity through an Ethical Lens

Beyond Martin and Malcolm: The History of the Civil Rights Era in the United States – 1954 to 1968

Course Descriptions

6120 Quakerism (Grade 9)

This course is an introduction to the faith, practice and history of the Religious Society of Friends (Quakers), a chance for them to reflect on how this faith tradition shapes our school community and an opportunity for students to explore their own beliefs and practices. Over the course of the semester students study early Quakers, explore the Quaker testimonies as they relate to our lives today, and learn about ways that Quakers have and continue to live those testimonies in their work for social justice. Students also learn about and engage in Quaker practices such as meeting for worship, worship sharing and Quaker decision-making.

6130 Community Service: Problems, Pragmatism and Citizenship (Grade 10) A desire to serve and the pursuit of service learning is at the core of our school's educational mission. And yet, values without context are useless; beliefs without knowledge, powerless; virtuous intention without practical solution, worthless. The community service course has evolved to suit these needs; providing context for our values, intellectual foundation for our beliefs, and practical solutions for our virtuous intentions. As the major service learning experience of the course is the YSOP (Youth Services Opportunities Program) service trip where students will work with low-income or homeless members of our communities, poverty, food insecurity and homelessness are a centralizing theme.

6141 Senior Reflections: Seeking happiness, peace and purpose (Grade 12)

This seminar style course asks students to reflect on their life experiences and to explore ways to continue to seek happiness, peace and purpose in their lives now and beyond high school. Students engage with the life experiences, research and reflections of others through articles, videos, discussion, reflection and experiential activities. Students explore a content arc that reflects the passions of their unique student collective. Themes include: identity, history, relationships, gratitude, leadership, self-evolution, and legacy.

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.

Quaker Life

Required Courses:
Quakerism
Community Service
Senior Reflections

Semester Electives:
Reel Diversity:
Examining
Dimensions of
Diversity Through an
Ethical Lens
(Fall)

Beyond Martin and
Malcolm:
History of the Civil
Rights Era in U.S.
(Spring)

PHYSICAL EDUCATION AND INTERSCHOLASTIC ATHLETICS

A physical education or interscholastic athletic credit is *required* for students in grades 9, 10, 11, and 12 each trimester in order to graduate. To receive credit, a student must attend and participate in a minimum of 80% of the classes every term. Assessments and daily grading are based on a rubric that addresses 3 areas:

- Application of fitness concepts
- Application of movement concepts
- Application of personal & 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 on a team sport or in the winter strength & conditioning or cardio-fitness programs after school, satisfies a student's physical education requirement for that season.*

Physical Education Curriculum

9th – Personal Fitness

- Strength & Conditioning
- Cardio-fitness training
- Yoga/Pilates

10th – Sport Education

11th/12th – Electives

- Sport Education
- Cardio-fitness
- Weight training
- Dance
- Yoga/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
Squash
JV and V Softball
JV and V Tennis
V Indoor and Outdoor Track

6721 Dance I

6722 Dance II

(By audition or instructor approval only) 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, Hip Hop, Street, etc.) Students will come together to 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)*

6720 Advanced Expressions in Dance I

6723 Advanced Expressions in Dance II

(By audition or instructor approval only) Advanced Expressions in Dance may be taken for two years. The class is an intense study in technical and choreographic skills. Students develop a personal creative process, choreograph, and learn repertoire. This course may be applied to either PE or Art requirements. *(Full Year; 1/2 credit)*

HEALTH AND WELLNESS

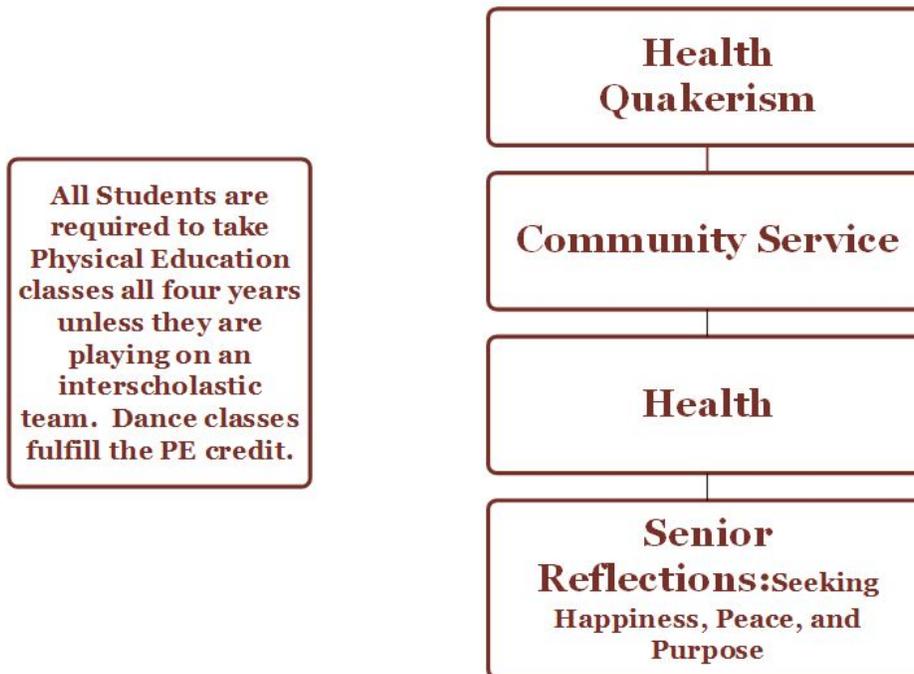
6508 Health Concepts (Required Grade 9)

This semester course is designed to give factual information related to current health concerns. Topics such as alcohol/drugs, their use and abuse, reproduction, birth control, nutrition, and mental health are covered. The focus of class discussion is the psychology of young adulthood and dealing with healthy decision-making.

6509 Critical Health Issues (Required Grade 11)

This term course focuses on critical health issues confronting today's young adult. Through the use of the text, films, and class discussions, the goal is to develop positive decision-making skills.

Minor Required Courses



Overnight Experiences

Outdoor Education Trip This required ninth grade trip 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 entering students to meet new friends and begin to transition socially to their class.

The Youth Service Opportunities Project (YSOP) For this required tenth grade trip, students spend an afternoon and a full day in volunteer work helping people who are poor, hungry and homeless. Each Workcamp brings 25-50 students together to serve homeless and hungry people in various settings. By spending time away from home without the distraction of friends, TV or family, participants can focus their attention on service to others. Each Workcamp is guided by two YSOP Workcamp Leaders who are responsible for the content sessions and supervision of the Workcampers. Students are chaperoned by Friends Academy faculty members.

Washington, D.C. Trip This required eleventh grade trip provides the students an opportunity to connect what they are learning in their courses (American Literature and History) with a visit to the nation's capital. The History and English departments developed a unique and exciting itinerary for the junior class. They have an opportunity to see a play, visit historic sites in D.C. as well as Mt. Vernon, and begin to do some on-site research for a required assignment. This trip also provides the opportunity for students to bond as a class.

Senior Retreat Seniors spend one overnight and a full day at Camp DeWolfe in Wading River, L.I. within the first week of school in September. The senior class advisors plan activities and discussions to help seniors focus on their upcoming year. The students spend time reflecting on goals for their senior year and begin planning senior fundraising events. The retreat site has a beach, pool and fields to allow for recreation time as well. This trip serves as a bonding experience for the class and advisors.

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 Upper School Assistant to 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 his or her independent study proposal to the Upper School department heads committee, which will make a recommendation regarding approval to the Principal.

NOTES



STRONG MINDS.
KIND HEARTS.

A Quaker, coeducational independent school for ages 3 through 12th grade

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