

FRIENDS SCHOOL OF BALTIMORE

Upper School Course Guide 2012-2013

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Diploma and Course Requirements

DIPLOMA REQUIREMENTS

To receive a Friends School diploma, a student must:

1. Earn a total of twenty-one credits.
2. Satisfy the following course requirements:
 - English4 credits (*including four ½ credit electives during Junior & Senior year.*)
 - Social Studies2 credits (*including U.S. and the World and History of the Modern World*)
 - Math & Science6 credits (*at least 2 credits in each discipline including Biology and successful completion of Algebra 2 or Algebra w/Trigonometry*)
 - Languages2 credits of Friends School language (*including completion of Level III of a modern language, or Level II of Latin*)
 - Fine Arts2 credits
 - Other Majors & Minors..5 credits
3. Successfully fulfill the requirement of the community service program
4. Complete the following expected courses and other requirements:
 - a. Freshmen Seminar
 - b. Sophomore Seminar
 - c. Junior Seminar
 - d. Senior Seminar
 - e. Completion of the yearly Athletic requirements

CREDITS

Full-year major courses earn one credit.
Semester major courses earn one-half credit.
Minor courses earn one-half credit. Twenty-one credit units constitutes the minimum state mandated high school degree requirements.

MATRICULATION

A student may matriculate from one year in the Upper School to the next if he or she: 1) completes the English requirement for that year; and 2) is able to appropriately satisfy the diploma requirements in their time remaining at Friends.

CURRICULUM RECOMMENDATIONS FOR COLLEGE PLACEMENT

Students are encouraged to enroll in the most rigorous college preparatory program they can manage. This generally means taking five major academic subjects each year, plus one or two minors.

The minimum requirements for college entrance include: four years of English; three years of math (up through Algebra 2); two laboratory sciences; three years of social studies (including US and the World); and two years of a foreign language. Students who plan to apply to highly selective colleges and universities should plan to take courses well beyond this minimum, including 3-4 years of the same foreign language; 4 or more years of science; math through Precalculus or Calculus; and four years of social studies.

In some cases the student's intended college major may influence the course selections for the junior and senior years. For instance, students who plan to go into science or engineering related fields should take math all four years, and may elect to take a second Advanced Science in lieu of foreign language or social studies in the senior year. Conversely, a student who plans to study history or English in college may double up in one of these disciplines

rather than continue in science or math in the senior year.

Students and parents with questions about the impact of course selections on college admission should contact the College Guidance staff.

STUDENTS TAKING FOUR OR SIX COURSES

Most students take five major courses each year; no student may take fewer than four academic major courses plus a minor. Students who wish to deviate from the normal course of study by enrolling in four or six major courses must petition the faculty for permission. The required form asks the student to explain the reasons for the desired number of courses; the form is reviewed and the student's parent(s), faculty advisor and a Grade Dean make comments. In appropriate cases, the College Guidance staff is consulted regarding the college implications of a proposed course of action.

ADDING AND DROPPING COURSES

Adding Courses: Students may add courses, space permitting, within the first two weeks of the year for a yearlong course or the semester for a semester-long course. A completed Add/Drop Form is required.

Dropping Courses: If a student believes he or she needs to drop a course, the following guidelines are to be followed:

The school allows students to wait until the first interim (or the third interim for second semester courses) to drop a course without it being recorded on the transcript. If a student wants to drop a course after these deadlines, he or she needs to obtain an Add/Drop Form from the Upper School office. Approval is obtained from the following: (a) the student's advisor, (b) the teacher of the course, (c) the Grade Dean, and (d) the student's parents. In addition, seniors need approval of faculty who wrote their college letter of recommendation. In some cases, it may be appropriate to consult the College Guidance staff. The completed form is to be returned to

the scheduler. Final approval rests with the Principal.

If permission is granted, the student may drop the course. The transcript will read "Withdrawn Passing" (WP) or "Withdrawn Failing" (WF), depending upon the student's status at the time of the drop.

On occasion, changing a course to Pass/Fail may be preferable to dropping it. If the department and administration concur, a course may be changed from a grade to Pass/Fail (see "Pass/Fail" option below).

Students enrolled in six major courses will be given until the end of the first quarter to drop a course without penalty. This should allow a student sufficient time to discern whether he/she can handle the demands of six courses. If a student wishes to drop a sixth course at the end of the first quarter, the course will be expunged from the transcript.

Art

The Upper School Art Department cultivates several enduring understandings and expectations for the artists in our program:

Artists engage their work and the work of others with hearts and minds prepared, cultivating their empathetic engagement with visual art in and beyond the classroom. Artists are inquisitive viewers and active listeners and are willing to share their work with a broader community.

They exhibit historical understanding of the role of art in its culture, its time period, and its connection to the world around us.

Artists develop their expressive capacity to communicate effectively about their work and the work of others. They hone their ability to interpret and analyze works of art, understand meaning and significance and articulate their own processes of expression as artists.

Artists display an ability to use materials thoughtfully and perfect their craftsmanship. They continue to develop this practice in

conjunction with effective visual communication through those materials.

Each artist synthesizes these understandings in different ways during the creative process. It begins with embracing the creating process, unleashing his or her curiosity, and exhibiting a willingness to explore with both meaningful foresight and thoughtful reflection. Paramount to the artist's practice is the recognition and maintenance of the integrity of the work.

The Art offerings listed below are split into three categories:

- Full **Majors** meet just as often as an Academic Major. If a student is planning to enroll in one of these courses as a 6th Major, s/he needs to obtain the proper documentation from the appropriate grade dean. These are only open to 11th-12th Grade.
- Semester-long **Medium-Based** courses meet during a 70-minute letter-block 4 out of 10 days in the cycle. Students do not need a 6 Major form to enroll in these offerings however, they cannot enroll in these offerings if they are planning to take 6 majors, as these courses are only offered during the 70-minute letter-blocks. Some out-of-class work may be expected in these courses.
- Year-long **Survey** courses meet during the 50-minute L or M-blocks 4 out of 10 days in the cycle.

Studio Materials and Techniques—Survey

This course introduces students to the content of our semester based electives and the basic visual language. They will learn aspects of the elements of art and principles of design through projects exploring beginner drawing, painting, bookmaking and sculpture. Through their projects in this course they will be better situated to choose a medium-based offering. This is a year-long course, open to 9th – 12th.

Studio Principles and Practice—Survey

This course introduces students to the content

of our semester based electives and the basic visual language. They will learn aspects of the elements of art and principles of design through projects exploring work in beginner drawing, printmaking, collage and some camera-less photography. Through their projects in this course they will be better situated to choose a medium-based offering. This is a year-long course, open to 9th – 12th.

Digital Practice—Survey

This course enables students to learn the basics of visual language and composition. Students will be exposed to a variety of digital imaging tools including Photoshop and Illustrator. Animation will be explored using Flash and Maya. A majority of the curriculum will involve answering theme-based prompts by using one of the aforementioned programs. By the end of the course, students will have an understanding of how the skills and tools in digital art can be used to create meaningful imagery. Through their projects in this course they will be better situated to choose a digital medium-based offering. This is a year-long course, open to 9th – 12th.

Drawing—Principles and Practice—Medium-Based

Students in this course will develop greater conceptual and technical understanding of drawing as an expressive medium. Various drawing methods and subjects are explored as a means to cultivate perceptual ability and descriptive drawing skills. Materials may include graphite, charcoal, pastel and ink. The drawing concepts covered include effective use of line, mass, value, composition, and perspective. This is a semester-long course, open to 9th-12th.

Drawing—Experimental Practice—Medium-Based

This course will explore the limits of drawing. We will unpack drawing practices founded in fundamental rules and delve into expressive content. We will experiment with image-building through metaphor and symbolism. Materials may range from graphite and charcoal to wire

and found object. The essential questions at the core of this course will be what is drawing and what are its boundaries? This is a semester-long course, open to 9th-12th.

Printmaking—Medium-Based

In this course we will explore the possibilities of printmaking. We will work with relief (linocut), intaglio (solar plate etching) and stenciling. We will make several editions of prints, working in series as well as making unique prints. Outside of the fine print, we may explore other applications of printmaking such as for books, for advertising and for clothing. We will make our imagery from source images, drawing, and photography. Comfort with another medium such as drawing or photography would make this a more meaningful class for those that wish to take it. Students will be asked to do some research and design outside of class. This is a semester-long course, open to 9th-12th.

Sculptural Forms—Medium-Based

This course helps students develop an understanding of the interaction between forms and space. Students explore the relationship of meaning to materials through the construction process. Students will explore functional objects, utilitarian forms, and site-oriented installations, from environmental art to architecture. This course is for students who enjoy working with clay, plaster, wood, wire and mixed media. A journal and outside of class work is expected. This is a semester-long course, open to 9th-12th.

Painting— Principles and Practice — Medium-Based

Students who love creating are presented with the fundamental principles and techniques of painting. Through a wide range of problems, students learn about painting tools and processes. Painting materials range but are not limited to oils, acrylics, glazes and watercolors. Integration of drawing and design concepts are emphasized through the investigation of color and composition. Students are presented with a unique mixture of ideas and methods while painting from observation, exploring non-

representational directions and abstract expressions. This course may also utilize the natural landscape and architecture of the Friends School campus. A journal and outside of class work is expected. This is a semester-long course, open to 9th-12th.

Fundamentals of Photography—Medium-Based

This course is an introduction to traditional black and white darkroom photography. In this class we will learn the functions of a film camera, black and white developing and wet darkroom printing. We will build on our visual language skills, learn composition techniques and develop our photographic eye. Students will be introduced to photographers to inspire their work. We will shoot different assignments every other week as we develop our skills in the darkroom. Assignments will develop specific skills with the camera and in the darkroom. The second half of the semester we will transition into Alternative Processes, working on more experimental techniques and using digital negatives. Critique will be introduced and used on the teacher-student level. Each student must own or borrow a 35 mm Camera (with F-stop and shutter speed) for the duration of the course. This course is not open to 9th graders due to space limitations. This is a semester-long course, open to 10th-12th.

Advanced Photography—Medium-Based

This course moves beyond basic skills in traditional black and white photography as well as alternative photographic processes. Good studio practice is encouraged as students move through their projects. In this class we will focus on experimental techniques as well as themes and concepts in our assignments. Towards the end of the semester we will explore the moving image by using still imagery to create a stop motion video. Photo history will be introduced as we build our appreciation for the medium. We will use group critique to reflect on our images and develop projects for an audience. Fine printing and thoughtful presentation are stressed. Students are expected to have a high

level of commitment to the medium if taking this class. They must own or borrow a 35 mm SLR camera. They must have taken Fundamentals of Photo in order to take this class. This is a semester-long course, open to 10th-12th.

Photography 3—Medium-Based

This course is geared toward individuals who are self motivated and interested in continuing to develop their photographic body of work. Our first project will be suggested by the teacher, but for the most part work is student directed. Each project is proposed and discussed with the teacher and group before work begins. Projects can utilize previously learned techniques or explore new ones. Fine printing and thoughtful presentation are stressed. This is a semester-long course, open to 10th-12th.

Digital Photography—Medium-Based

This course is an introduction to digital SLR cameras, scanners, printers and digital darkroom processes. Adobe Photoshop and other image-editing software are used to explore creative and experimental possibilities for manipulating student-made photographs. Students are expected to come to class prepared with new photos on a daily basis and return to the world with a more informed vision and better understanding of how to improve their craft. *Students are strongly encouraged to have their own digital SLR cameras.* This is a semester-long course, open to 9th-12th.

Animation—Flash—Medium-Based

This course introduces students to the basic concepts of 2-D animation and applies the skills learned to create dynamic web-based designs. These skills include working with a timeline and layers, creating and modifying animation, morphing images and text, relating images to sound, publishing and optimizing files. The Principles of Design and Elements of Art will be integral in the construction of the projects as well as basic programming. This is a semester-long course, open to 9th-12th.

Animation—Maya—Medium-Based

This course in 3-D modeling and animation introduces students to processes, tools and techniques used in the creation and animation of digital models in three-dimensional space. Student artists will engage with virtual spaces, cultivating an understanding of how sculpture and 3-D objects, textures, spaces, and motion can create meaning for an audience. Techniques include modeling, texturing, rendering, lighting, camera use, animation, and special effects using the *Maya* program. Major projects may include representational and non-representational models, a series and animation about lighting, still life of a scene, and several animations. Artists will produce both single frames for print or web, and short animations with titles and sound. Through journaling, collaboration, and critiques, student artists will embrace and reflect on their creative process in seeking a strong, integral voice through this medium. This is a semester-long course, open to 9th-12th. *Note: this course is only offered every other year, and is offered for the '12-'13 school year but not for the '13-'14 school year.*

Computer Imaging—Photoshop, Illustrator, & Flash—Medium-Based

This course enables students to learn the basics of the visual language and composition through more in-depth exploration of The Adobe Creative Suite. A majority of the curriculum involves creating theme-based work by using the computer to construct visual imagery. Students will create in-class artworks, as well as art and written assignments for homework. Students will be expected to engage in weekly critiques in order to build visual vocabulary and understanding of the programs covered. Students will be expected to engage in weekly critiques in order to build their visual vocabulary and understanding of the programs covered. Comfort with digital formats and processes such as those found in the Digital Survey might make this a more meaningful class for those that wish to take it, but it is not a prerequisite. This is a semester-long course, open to 9th-12th.

Global Themes in Art History I and Global Themes in Art History II—Major Course

These offerings are full major elective semester courses for 1/2 credit each. Art History I is taught during the fall semester and Art History II is taught in the spring. Each is an introduction to exploring, interpreting and understanding the visual arts from around the world through thematic ideas and historical references. The fall course focuses on art from the Paleolithic through Medieval periods. The spring course explores art from the Renaissance through the 21st Century. Group discussions, readings, lectures, research for in-class presentations and writing/studio projects will be included. A semester project will be included in lieu of an exam. Students may take either course for a semester or both for one year. It may be credited as a Fine Art elective or a History elective (11th – 12th grades). ***Special note to athletes who may compete in college at the Division I or Division II level:*** Although this course gives a full credit toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits.

Art Major

This full major course prepares students for a college art program in either professional or liberal arts schools. Each student is expected to understand and develop his or her individual creativity. First and second year Art Majors interact daily with the teacher and each other while working in various media and techniques to fill out their body of work. Portfolio reviews, individual journal entries and homework assignments are central to this curriculum. Our weekly critiques enable students to exchange information and increase their knowledge of the visual language. Coursework also includes a semester project in lieu of exam. Any student in grades 11 and 12 with an interest in visual arts is welcome. This is a full major course that meets 6 out of 10 days for one half-credit each semester.

English

The Friends School English program seeks to develop students’ skills in reading, writing, thinking, speaking, viewing, and listening. Our program establishes a foundation of essential skills, habits of mind, and knowledge in the 9th and 10th grades, and then builds upon this as students mature and become more independent learners. Vocabulary, grammar, and language usage skills comprise an important part of the 9th and 10th grade years, and these skills serve as a foundation for the 11th and 12th grade elective courses. Students write often, formally and informally, in both expository and expressive modes. Students develop speaking, listening, and thinking skills as they read aloud, lead and participate in discussions, give presentations, and share their own writing. Students learn to read closely, thoughtfully, and with open minds.

Engaging with the world beyond our campus is another important facet of our program. Many of our courses require students to leave campus both figuratively and literally in order to hone skills and to engage with essential questions. By asking students to experience a diversity of texts, activities and assessments, our program enables students to become more thoughtful about themselves in relation to their global and local community.

English 9

The ninth-grade course develops a variety of habits of mind and skills: planning ahead, taking notes, organizing projects and meeting deadlines, taking individual responsibility for academic progress, writing and thinking logically, integrating textual material into one’s own writing, expressing one’s ideas clearly and persuasively, thinking creatively, and cultivating a willingness to think through varied points of view. Students build reading, writing, thinking, listening, viewing and speaking skills through interaction with a variety of genres: the short story, the essay, drama, and the novel. While the course begins with the development of paragraphs, it moves to the writing of full,

polished essays. The study of grammar and vocabulary helps students to improve their reading and writing skills; grammar concepts and vocabulary words are taught in conjunction with each text. 9th grade is also a year in which we continue to build student understanding of media literacy and digital citizenship. A variety of assessments allows students to demonstrate their comprehension of the texts overall and their mastery of significant detail.

English 10

The tenth-grade course continues and enhances the genre study begun in the ninth grade, affording students opportunities to develop their intellectual maturity. The course also helps students to question and define their own value systems. The course focuses primarily on the American experience and examines the relationship between the individual and community. Students read *The Great Gatsby*, *Their Eyes Were Watching God*, *The Interpreter of Maladies*, and *The Things They Carried*. In addition, students read *Othello* and examine its thematic connections to the course, as well as its poetic and dramatic elements. Students will also study a text that will be performed at a local Baltimore theater, so that students will be able to see a text moved from the page to the stage. Further, students study poetry. The assigned reading in different genres provides opportunities for students to build their skills as readers even as the texts invite students to consider such topics as gender roles, individuality and conformity, personal responsibility, and choice. As in the ninth-grade course, students study vocabulary, with words coming from the texts studied and accumulating throughout the year. Similarly, the course continues the study of grammar and usage. Students write (and revise their writing) frequently and in different modes, emphasizing the analytical essay and also including other genres. As in English 9, this course features a variety of teaching techniques, including class discussions, cooperative small-group tasks, independent projects, and in-class acting.

ENGLISH ELECTIVES

The eleventh- and twelfth-grade English program offers semester-length courses that focus on a variety of themes, literatures, and genres. Because of the importance of students' acquiring as broad an experience of teaching styles, writing modes, and literary expertise as possible, students may plan no more than two semesters with a single English faculty member. The courses listed below are the 2012-2013 electives; selections vary from year to year.

FIRST SEMESTER

The American Experience I. This course takes a look at American literature during the 19th and early 20th centuries, covering *Maggie*, *Girl of the Streets*, *Walden*, *The Scarlet Letter*, *My Antonia*, and *The House of Mirth*. We'll be discussing how our forefathers were living and thinking in terms of social Darwinism, nature, rural versus urban values, gender issues, and the ironic evolution of an upper class. Exposure to thematically related art by Charles Burchfield, Grant Wood, Thomas Hart Benton, and the Ash Can painters will enrich and clarify the experience.

The Caged Bird Sings. An examination of the question: Can the individual triumph over shattering odds? The texts may include: Angelou's *I Know Why the Caged Bird Sings*, Potok's *The Chosen*, Wiesel's *The Accident*, and Tyler's *Dinner at the Homesick Restaurant*. Thematically related art by Romare Bearden and photography by Roman Vishniac as well as a trip to the Holocaust Museum are fringe benefits.

Community and Solitude in the Religious Experience. We will engage in a comparative study of various religions—among them Buddhism, Hinduism, Judaism, Islam, and Christianity—through an exploration of specific practices, texts, and communities within each religion. What, for example, does the sangha of Plum Village and the experiences of one participant in this community reveal about Buddhism? Our learning will be both academic

(reading, discussion, research) and experiential (practicing meditation, for example). We will learn more about the literary genre of the memoir, through which we can observe the inner dimensions of writers on a spiritual journey. Students will engage in extensive field work through which they will visit, observe, and learn from specific religious or spiritual communities in the Baltimore-Washington region. **Special note to athletes who may compete in college at the Division I or Division II level:** *Although this course gives a full credit toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits in English.*

Fiction Writing. Consider fiction writing as your passport to new worlds. Whether the trip is an extended journey in the pages of a novel or a stroll around the block in a short story, when you come to the last page you have been to a place previously unknown. Over the course of the semester be prepared to take many trips with authors like Andrea Lee, Junot Diaz, Kelly Link, George Saunders and many others. Through these trips you will learn to craft new worlds of your own. Students will refer to Josip Novakovich's *Fiction Writer's Workshop* for its concise and clearly written explanations of literary techniques. In addition to writing many short exercises and three short stories, students will revise their work frequently. As a part of their revision process, students will workshop their stories and provide thoughtful responses to their peers' work. Our study will also focus on grammar and vocabulary as tools of precise expression. Ours will be a classroom where fear has no place, only passion and a willingness to travel.

Fine Arts Colloquium 2012; Art, Music, and Literature in Mid-Century America and Beyond. A new version of the Fine Arts Colloquium class, this course will proceed along two distinct but synergistic tracks. We will study great works of art, music, and literature from such 20th Century American phenomena as the

Blues, the Harlem Renaissance, Modernism, the Beat Movement and 1960's Counterculture. One focus of our efforts will be to explore the elements of the human experience the artist, author, or musician in question is trying to communicate, and how he or she goes about that task. As we examine these works, students will also be developing, reflecting on and articulating their own personal aesthetic and intellectual paradigm; the lens through which they view the art, music and literature they encounter in our class and beyond. Journal entries and other reflective pieces will be a central component of the class along with more formal analytical writing. Students will also create original works in various genres and media that reflect the tenets of their aesthetic and intellectual belief systems, and assemble a "collage" of others' pieces that demonstrate those tenets in action.

Works studied will include selected Jazz, Blues, Folk, Rock and Classical music; poetry, fiction, essays and artwork of the Harlem Renaissance; writings of the Beats; the art of Pollack, de Kooning, Warhol and others; Ken Kesey's novel *One Flew Over the Cuckoo's Nest*; and Leonard Bernstein's musical composition, *Mass*.

Haitian Studies: A Collaboration with Duke University. This interdisciplinary course has as its focus the history and culture of 18th century Haiti, at the time a French colony known as Saint Domingue. Students will take part in a research effort in collaboration with Duke University's Haiti Lab and its Slave Nation Project. One goal of this endeavor is to identify the African country of origin of slave groups, using as a primary source newspaper ads, written in French, taken out by 18th century slaveholders in pursuit of fugitive slaves. Students will study Haitian literature and history leading up to the Haitian revolution. The course will require significant writing in English and French when applicable. Students will explore historical fiction as a genre and will produce a piece of original historical fiction based on several sources encountered in our research.

Assessments will also include a research paper and presentation, various writing responses, and an oral history project. Texts will include: *Avengers of the New World*, by Laurent Dubois, and *Children of Heroes*, by Lyonel Trouillot. Knowledge of French is *not* a prerequisite for this course. **Special note to athletes who may compete in college at the Division I or Division II level:** *Although this course gives a full credit toward Friends School graduation, the National Collegiate Athletic Association has not yet determined whether this course will count towards required high school credits in English.*

Literature and Identity. Our culture bombards us with questions like, what should I eat, how should I eat it, and how much food should I enjoy? These questions—and various competing answers to them—vie for our attention on magazine covers, in newspapers, and within the schools, families, and places of worship that structure our lives. Indeed, our attempts to answer these questions shape our identities and raise other questions: who am I, who are my people, where and what is my space on the earth, what is the role of feasting and pleasure in my life? The following texts and others will guide our examination of the role of food in literature, culture, and identity: Shakespeare’s *Twelfth Night* John Milton’s *Paradise Lost* (book nine), Isak Dinesen’s “Babette’s Feast”, stories and essays by Jhumpa Lahiri, Charles Dickens’s *A Christmas Carol*, and smaller works by MFK Fischer, Alice Waters, Nigella Lawson and Jhumpa Lahiri. Assessments will include personal writing, analyses of the major texts of the semester, discussions, and class presentations. We will also share and prepare some meals together.

Literature and Politics. We shall begin with an introduction to rhetoric, exploring political speeches and some advertisements. Speeches from many eras and cultures as well as speeches from current local and national politicians comprise our text in the rhetoric unit. Then, we’ll move on to Shakespeare’s *Julius Caesar*, in which the power of political speech plays a

central role. With Walt Whitman’s *Leaves of Grass*, we will explore how poetry can shape and be shaped by politics. Finally, Robert Bolt’s *A Man for All Seasons* offers us the chance to reflect on how one individual can cling to integrity and a sense of self even in the midst of strong political pressures. Shorter selections from the works of various writers, including Jonathan Swift, Abraham Lincoln, Azar Nafisi, and Maya Angelou, will be included as well. Assessments may include persuasive speeches, analytical essays, performances of scenes from a play, class discussions, and journals.

Literature in Adaptation: From Page to Frame. What happens when a work of literature is adapted for the screen? How does an audience experience a moving visual piece differently than a reader experiences the written page? Thematically centered on adaptation, this course will have students read and analyze works of literature and view and understand their film/video adaptations. In a hands-on manner they will also learn and practice camera, scene-building, editing, and post-production techniques, and learn to produce small video projects, which may include a dramatic adaptation, a special effects piece, and a “vivid memory” project done with an elderly collaborator. Major writing assignments will include two analysis papers and two short scripts. Texts and movies may include Aeschylus’ *Agamemnon*, the text and movie of Henry James’ *Turn of the Screw*, Alfred Hitchcock’s film *Rear Window*, and short stories by Cornell Woolrich and Ryunosuke Akutagawa. **Special note to athletes who may compete in college at the Division I or Division II level:** *Although this course gives a full credit toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits in English.*

The Narrative of Suspense. This course seeks to offer a broad survey of the mystery/suspense genre, focusing primarily on English and American authors. We will examine

the 19th century writers considered the forebears of the modern mystery novelists [Poe, Wilkie Collins] and move onto the early and late Victorian entries [Arthur Conan Doyle, literature dealing with Jack the Ripper & Victorian anxieties, *Bleak House*]. From there we'll proceed to the 20th century suspense narrative in all its glorious forms: police procedurals, private investigators, gentleman/gentlewoman sleuths, teen detectives, and more. Other possible authors might include Agatha Christie, Dorothy Sayers, Walter Mosley, Raymond Chandler, Laura Lippman, Alexander McCall Smith, and others. Supplemental "texts" might include films by Alfred Hitchcock, selections from *noir* cinema, episodes of "Homicide: Life on the Streets", and other visual mediums. Studying a variety of texts, students will trace the evolution of the genre, examining content, narrative voice, tropes, and how the narrative of suspense has changed with the times. Much of the course will be an analysis [both formal and informal] of the notion of a "mystery" and how various authors have taken this venerable form and molded it for a variety of purposes: entertainment, warning, to promote agendas [cultural, political]. In a way, students will become "investigators", finding certain "clues" to test various "hypotheses" in the form of thesis-support essays. The class will also aim to examine the translation of mystery from the page to screen [big and small] and the role of mystery in our popular culture.

Peace, Nonviolence, and Social Justice. Through comparative study of the writings of Mahatma Gandhi, Martin Luther King, Jr., and Thich Nhat Hanh, we will discover the sources and methods of each individual's non-violent work for peace and social justice. We will also study the work of major non-governmental organizations working for peace in the world and explore the role non-violent resistance has played in times of war and conflict. Reflective and analytical writing will help students to connect this learning to their own life's work; a research paper will hone students' skills in analyzing the underlying causes of social

injustice and the outcomes of nonviolent work for change. Students will engage in a service learning project of their own design through which they will apply and evaluate some of the methodologies of Gandhi, King, and Hanh. **Special note to athletes who may compete in college at the Division I or Division II level:** *Although this course gives a full credit toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits in English.*

Philosophy and Literature. This course will explore the long-established link between philosophy and literature. Students will have the opportunity to trace the development of western philosophical thought, to analyze literature in the context of key philosophical questions, and to participate in the dialectic of philosophical questioning and discovery. Texts for this class will include the following: *The Problems of Philosophy* by Bertrand Russell, *Hamlet* by Shakespeare, "The Metamorphosis" by Franz Kafka, *No Exit* by Jean Paul Sartre, and *The Daydreamer* by Ian McEwan. Students will also have the opportunity to read selections from Plato, Immanuel Kant, St. Thomas Aquinas, Søren Kierkegaard, Walter Pater, and other philosophers as they synthesize philosophical thought and literary appreciation.

Poetry. In this class, students will determine how poetry works through an examination of the both the "science" of prosody and the "art" of poetic practice. Our readings will lead us towards an understanding of the genesis, development, and spectrum of traditional poetry in English, but they will also allow us to explore the contemporary world of poetry: Who is writing now? Where are they being read (and heard) today? Where are today's poets being published? Our text for this class will be, for the most part, the many poetry sites found on the Internet. The course will culminate in an analysis of a contemporary literary journal and an evaluation/surmise of where poetry is heading. Poets covered in this class will range

from Chaucer to Wordsworth to Plath. Forms will range from the sonnet to the lyric to the ghazal. Literary journals will range from *The Texas Review* to *The Hedgehog Review* to *The Southern Review*. Some essential questions include the following: What is the relationship between the poet and the reader, between the poet and his subject, between the poet and the poem? What is the poetic imagination? Are poets the unacknowledged legislators of the world? How do poetic form and meter add to meaning?

SECOND SEMESTER

The American Experience II. This course deals with some of the ambiguities and paradoxes of the American character as reflected in these works: Ben Carson’s *Gifted Hands*, Annie Dillard’s *American Childhood*, Jack Kerouac’s *On the Road*, James Dickey’s *Deliverance*, Richard Wright’s *Black Boy*, and Sylvia Plath’s *The Bell Jar*. The poetry of Allen Ginsberg, the art of W.H. Johnson, Saul Steinberg, and Norman Rockwell and the music of the Temptations, Miles Davis, Bruce Springsteen, and Arlo Guthrie will enrich the Experience.

The City in Life and Letters. In this interdisciplinary course, students explore the city as a literary construct and as a sociological entity. Our Essential Questions will provide the lens for our study of cities in general and of our own city of Baltimore in particular. As readers, we will examine the depictions of cities in literature and attempt to understand the enduring fascination and dread that they have inspired in authors and readers alike. As sociologists, we will examine the ways in which the physical structures of cities (including roads, sidewalks, variety of buildings, length of blocks and other seemingly insignificant details) and the planning policies implemented by city officials impact the lives of city residents, often in entirely unintended ways. We’ll bring these two strands together by asking how the ways in

which we write and talk about cities affect the ways in which we plan them and maintain them.

Baltimore will serve as our laboratory for investigation, and the course will include frequent class trips and conversations with city officials and with citizens involved in shaping Baltimore’s future. The course uses a variety of assessment practices, including keeping journals, participating in and leading class discussions, crafting essays, and completing group and individual projects. Our texts may include *Writing New York* and *The Death and Life of Great American Cities* as well as episodes of HBO’s *The Wire*. **Special note to athletes who may compete in college at the Division I or Division II level:** *Although this course gives a full credit toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits in English.*

Community and Solitude in the Religious Experience. We will engage in a comparative study of various religions—among them Buddhism, Hinduism, Judaism, Islam, and Christianity—through an exploration of specific practices, texts, and communities within each religion. What, for example, does the sangha of Plum Village and the experiences of one participant in this community reveal about Buddhism? Our learning will be both academic (reading, discussion, research) and experiential (practicing meditation, for example). We will learn more about the literary genre of the memoir, through which we can observe the inner dimensions of writers on a spiritual journey. Students will engage in extensive field work through which they will visit, observe, and learn from specific religious or spiritual communities in the Baltimore-Washington region. **Special note to athletes who may compete in college at the Division I or Division II level:** *Although this course gives a full credit toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits in English.*

Creative Nonfiction. This writing course explores nonfiction literature as art—the essay as art, really. Often in English classes, students read novels but write essays; this course allows students to see other real-world examples of the kinds of writing we expect them to do throughout their academic careers. Students will be encouraged to think of themselves as writers, as the class will focus on students' use of the writing process and the development of their writing voices. Class time will emphasize student-driven discussion and writing workshops. Assignments may include personal essays, op-ed pieces, a biography of a partner from a local retirement community, analytical essays, and a journal. Texts may include *The Norton Book of Personal Essays*, *Best American Essays*, and Anne Lamott's *Bird by Bird*.

Film Analysis. This course focuses on the style and history of film as a means of expression and communication, and features the study of film as our primary 'text.' How does film work? Through film/video, how do we create meaning and emotion for our audiences? Following an introduction to film analysis, including the three main film styles (realism, classicism, and formalism), students will watch and analyze a variety of films illustrating essential principles including photography, frame composition, editing, sound, lighting, story/structure, and ideology. Students are required to learn and apply knowledge of how film (and video) work to several analytical papers and to the writing and filming of some original video. Our written texts are *Understanding Movies* by Louis Giannetti and *The Power of Film* by Howard Suber,¹ and the films may include *Gimme Shelter* (dir. Maysles), *Spellbound* (dir. Blitz), *Chien Andalou* (dir. Dali/Bunuel) *The General* (dir. Keaton), *Triumph of the Will* (dir. Riefenstahl), *Potemkin* (dir. Eisenstein), *Citizen Kane* (dir. Welles), *Run Lola Run* (dir. Tykwer), and *Being There* (dir. Ashby). **Special note to athletes who may compete in college at the Division I or Division II level:** *Although this course gives a full credit*

toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits in English.

Literature of the African Diaspora. This course examines tradition and assimilation in post-colonial African, Caribbean and African American literature. Students will respond to works through class discussion, collaborative work, journal writing, and analytical essays. Texts may include: Athol Fugard's *Master Harold and the Boys*, Ferdinand Oyono's *Houseboy*, Ralph Ellison's *Invisible Man*, and Gloria Naylor's *Mama Day*.

Literature of the Middle East. Students enrolled in this class will explore contemporary literature from the Middle East and American writers of Middle Eastern descent. Over the course of the semester we will discuss the themes of religious and political oppression, gender roles in the Arab world, and the Arab cultural identity as it is found in modern literature. While this course will focus on the novel and short fiction, students will have the opportunity to research and write about poetry and creative non-fiction. Authors whose work may be included: Naugib Mahfouz, Azar Nafisi, Reza Aslan, Nawal El Saadawi, Alaa al-Aswany, and Alicia Erian.

The Path of Leadership. In this course, we will explore some foundational questions—both theoretical and practical—about leadership, with specific emphasis on the relationship between leadership and an individual's "moral compass." What makes a "great" leader? Is the capacity to lead "natural" (i.e., something we are born with) or is it something we can learn? What is the relationship between leaders and followers? What sustains a leader during difficult times? Why do leaders fail? As most of us have had—or will have—experiences as leaders, it is important to be conscious about what and why we are doing so that we can be more effective leaders (and followers). To assist us in the exploration of these questions, we will study some lessons in

leadership gleaned from literature and history, across time and cultures. Students will write analytical/research papers on subjects related to the course readings. The class will conduct a group service learning project that will allow students to experience together the roles of leaders and followers—and to experiment with different strategies for each. Students will also learn from contemporary leaders in our region through interviews and "shadow" days. **Special note to athletes who may compete in college at the Division I or Division II level:** Although this course gives a full credit toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits in English.

Selections from the British Canon. Are there any books you feel you ought to have read before leaving high school but never had the time, texts that might come up in a college essay or interview? Well this class is for you. We will discuss both the general concept of a canon and some of the specific canonical authors. Our selections will include the following authors and/or works: *Beowulf*, *Sir Gawain and the Green Knight*, Shakespeare, Milton, Swift, Wordsworth, Tennyson, Hardy and Yeats. Central to our studies is Harold Bloom’s question, “what shall the individual who still desires to read attempt to read, this late in history?” Other essential questions include the following: Who defines the canon? What makes a text canonical? What is missing from the canon? Should the concept of a canon exist?

The Short Story. Although students will have been exposed to short fiction in 9th and 10th Grade, they will not have had the opportunity to delve into the genre in any great depth. This class will address that gap in a genre that is inimitably American in genesis but sweepingly international in influence. Students will trace the beginnings of the genre through the works of Nathaniel Hawthorne, Edgar Allan Poe, Henry James, and Mark Twain; understand the establishing of the genre through the works of

Eudora Welty, Katherine Mansfield, John Steinbeck, and Ernest Hemingway; and appreciate the evolution of the genre through the works of Andrea Barrett, Bharati Mukherjee, Sabina Murray, and Richard Ford. Additionally, students will have the opportunity to tap into the vibrant local literary scene of the Mid-Atlantic/Baltimore area by examining the works of those writing short fiction today. Reaching out both to professors of English in our neighboring universities and to editors of local literary journals, students will gain a real-time sense not only of what is being written now, but also of how the genre may further evolve in the future.

Shakespeare. The Shakespeare course employs a genre approach to drama. Examining the plays both for their individual merits and the way in which they fit into their respective categories (tragedy, comedy, history, romance), the course is designed to equip students to be lifetime readers of Shakespeare. Offerings may include *Richard III*, *The Merchant of Venice*, *Much Ado About Nothing*, *King Lear*, and *Hamlet*. We alternate close textual analysis with classroom participation and acting in chosen scenes. Sideline coaching in this latter experience is used to help students see dramatic tensions between characters and understand the relationship between the printed text and the intended stage performance. Analytical papers are the primary graded responses, and some personal and imaginative writings are also done in relation to the materials covered. Additionally, opportunities for collaborative work are part of the course. To supplement our exploration of each play, we’ll read critical essays and watch contemporary film adaptations in the hopes of discovering new insights into Shakespeare. Whenever possible, the course will include a trip to see a relevant play performed.

Short Novel. This course introduces the short novel as a form and as a reading experience. Novels covered may include D.H. Lawrence’s *The Fox*, Kate Chopin’s *The Awakening*, Gabriel Garcia Marquez’s *Innocent Erendira*, Philip

Roth's *Goodbye Columbus*, Edith Wharton's *Ethan Frome*, and Henry James' *Daisy Miller*.

Social Science Fiction from Shelley to the 21st Century. Science Fiction is more than just spaceships and aliens. In its own right, Sci-Fi is a legitimate literary genre that, when done well, holds a mirror up to the present and examines our world in a different light. Make no mistake: the works we read are (mostly) serious and have agendas. This class is not a history of Science Fiction, though we will cover some aspects of its evolution; it is more of a limited inquiry into the themes, ideas, motifs, styles, and hallmarks of the genre. A good many of the texts deal with, in one form or another, the concept of dystopian societies and/or how humans and machines/technology negotiate a frequently tense and tenuous existence; we grapple with similar issues in our present-day lives, and our experiences will help inform our study of these works. Through a variety of mediums (novels, short stories, plays, film, television, essays), we will explore a small slice of the Science Fiction world. Works read and discussed might include but aren't limited to *Frankenstein*, *Fahrenheit 451*, *R.U.R.*, *1984*, stories by Doyle, Lovecraft, Poe, P.K. Dick, Asimov, Hawthorne, Butler, Delany, and others. A list of Essential Questions will offer strategies for examining each text, but students will be required to bring their own insights and queries to the class as well.

World Languages

The study of world languages is an integrated part of a liberal education and an individual's intellectual and personal growth. The Upper School offers five levels of language in French, Russian, and Spanish and four levels in Latin. The following is a description of the required curriculum for each language course.

FRENCH

French I. Bonjour! French 1 is a beginning language course which introduces students to the French language and culture. Students study

the daily routines of people in French-speaking countries and vocabulary of family, school, food, sports, favorite activities, clothing, holidays, weather, etc. Emphasis is on the practical applications of spoken language in everyday situations such as going to a café and meeting friends. An introduction of basic verb tenses (past, present and future) allows for practice of both oral and written expression. Students speak French in every class, practice French outside of class, work individually and in small groups, hold brief conversations, give presentations, interview each other, and role play. The level 1 *C'est à toi!* textbook is supplemented with online listening activities, games, films, and cultural projects such as preparing a traditional French dish for the class.

French II. French II is designed to develop and advance the student's language skills in speaking, listening comprehension, writing and reading, and consequently this class is conducted almost entirely in French. Students are actively engaged in speaking and listening to French in each class. The French 2 curriculum concentrates on comprehension and application of grammar and vocabulary. Students also learn more about the Francophone world, such as the Maghreb region of North Africa. In the 4th quarter, students are introduced to reading literature in French through an abridged version of Jules Verne's adventure novel *20,000 Leagues Under the Sea*.

French III. French III is an intermediate language course that builds on the listening, speaking, reading, and writing skills acquired in French I and II. The class is conducted entirely in the target language and the goals are oral and written proficiency. The program includes challenging exercises in grammar, vocabulary, and culture, as well as literature appropriate for this level. Students study the whole range of the subjunctive mood and review most verb tenses. Much new vocabulary is acquired and all defined in French. All students research a Francophone country during first semester to focus on the development of their writing skills, ending the

project with a class presentation to practice the spoken language. Students are introduced to literature through a short novel during second semester, boosting confidence in critical reading skills and listening comprehension with the viewing of the movie version performed by native French speakers, as well as providing a springboard for philosophical discussion and cultural comparison.

French IV. Storytelling, mysteries, leisure, work, love, death and beyond—French IV students explore it all and do so in French. They use their reading skills to expand their literary horizons in reading Jean-Paul Sartre’s existential novel *Les Jeux sont faits*. They continue to enrich their vocabulary in literary context, and through study of extreme sports, the workplace and finance, and the environment. Students refine their use of increasingly complex grammar, such as the conditional past, the past infinitive, and negative expressions. Students continue to enjoy short films with the *Imaginez* textbook and online resources. Students become better writers in French through personal and creative writing, narratives and summaries in the present and past tenses, and a longer essay. The French IV course includes a research project, traditional and digital storytelling, presentations, and more.

French V. The approach to this course emphasizes continued development of oral and written proficiency, detailed review and study of advanced grammar, acquisition and use of advanced vocabulary, and continuing refinement of the ability to comprehend everyday spoken French. Coursework will be structured around a core of central themes which provide a high-interest, meaningful context in which to explore a variety of language concepts, themes including science and technology, contemporary life, global challenges, personal and public identities, and families and communities. Additionally, using our textbook *Controverses* as a framework, students will explore a variety of contemporary social issues important to the French and francophone world. The capacity to maintain an interested, inquisitive, open-minded and non-

judgmental approach to the exploration of cultural differences will be actively cultivated throughout the year. A variety of resources will be used in our work. Authentic materials including newspaper articles, broadcast news clips, Youtube videos, film, short stories, and a screenplay, *Au Revoir, Les Enfants*, by Louis Malle, will be woven throughout the course. Students will be introduced to a style of composition writing known in France as the “dissertation”, a technique of argumentation that requires the presentation of one’s own viewpoint as well as the opposing point of view, developing students’ ability to see a controversial topic from a variety of perspectives. Throughout the year, the four skills of listening, speaking, reading and writing will be exercised, and students will work to improve their interpretive, interactive and presentational abilities.

LATIN

Latin I. In Latin I students learn Latin through practice in reading it. The course also develops the students’ understanding of the social and political history of the Romans through carefully graded readings. By year’s end students will have learned the five main cases of three declensions. They will study the present, imperfect, perfect, and pluperfect indicative tenses of the first three verb conjugations, as well as the imperative mood. Students will become familiar with life in Pompeii and in Roman Britain. Class time is also devoted to the study of English derivatives. Students take an active role in the class, researching topics of their choice, and presenting mini-seminar reports to their peers. The texts include *The Cambridge Latin Course*, Units I and half of Unit II, as well as the ancillary online study aids.

Latin II. In Latin II students continue the study of basic grammar and syntax. Students also deepen their understanding of the social and political history of the Romans through carefully graded readings. By year’s end students will

have studied all five declensions, the four verb conjugations in the indicative, imperative, and subjunctive moods, and the formation and adjectival use of participles. Class time will also be devoted to the study of English derivatives. Students will study the cultural influences of the conquered territories of Europe, Asia and northern Africa upon the culture of the Roman Empire and subsequent Western cultures, particularly in science and technology. Students take an active role in the class, researching topics of their choice, and presenting mini-seminar reports to their peers. The texts include *The Cambridge Latin Course*, Unit II and half of Unit III, as well as the ancillary online study aids.

Latin III. Latin III is an intermediate language course which builds on the grammar and syntax mastered in levels I and II. In Latin III students encounter more complex linguistic structures, including the whole range of the subjunctive mood. Cultural topics include the Roman military machine; the topography of ancient cities, and Roman influence on European urban planning; the interaction of various faiths in the 1st century C.E., including the destruction of Jerusalem, the siege at Masada, the growth of Christianity and Mystery religions, and the popularity of Stoic and Epicurean philosophies in Rome. The year ends with an introduction to Roman poetry. Students take an active role in the class, researching topics of their choice, and presenting mini-seminar reports. Texts include *The Cambridge Latin Course*, Unit III and half of Unit IV, as well as the ancillary online study aids.

Latin III/IV Poetry. In this course students read unadulterated texts by Roman authors. The literature read is challenging, both linguistically and intellectually. The poetry course may include a selection of Roman comedy, like Plautus' Pot of Gold, selections from the Aeneid, and samplings of the poetry of Catullus, Horace, and Ovid. Students learn to recognize and appreciate poetic devices, and to read and create poems in meter. The class also focuses on the elements and nature of comedy, the translation of ancient comedy to the modern stage, and the impact of

ancient literature on subsequent poetic forms and themes. *Note: The Latin III/IV Prose and the Latin III/IV Poetry courses are offered during alternate years.*

Latin III/IV Prose. In this course students read unadulterated texts by Roman authors. The literature read is challenging, both linguistically and intellectually. The prose course includes selections from the Vulgate, Latin funerary and legal inscriptions, a sampling of the personal letters of Cicero and Pliny, and examples of medieval literature. Students explore the similarities between ancient mythologies, the literary evidence of the fluidity of ancient cultures, and how our social/cultural mores have been shaped by the ancient world. *Note: The Latin III/IV Prose and the Latin III/IV Poetry courses are offered during alternate years.*

RUSSIAN

Russian II. Russian II is designed to further develop the four language skills (listening, speaking, reading and writing) acquired in Russian I. The text *Stage One: Live From Moscow!* is used, accompanied by its audio and video components. Emphasis is placed on the creation of dialogues and role-plays to broaden students' knowledge of grammar, vocabulary and culture. Students use a workbook and CD to reinforce listening comprehension, vocabulary, reading, and grammar skills. A project on the geography of the former Soviet Union supplements this course. In addition, students have the opportunity to participate in the National Russian Essay Contest and the Olympiada of Spoken Russian.

Russian III. Russian III strengthens the listening, speaking, reading and writing skills acquired in Russian I and II, with an emphasis on oral proficiency and a functional mastery of the basic grammatical structures of Russian (the case system and verb conjugation). Students continue work in *Stage One: Live From Moscow!* A project on the cuisine of Russia and former

Soviet Republics supplements this course. Students have the opportunity to participate in the National Russian Essay Contest and the Olympiada of Spoken Russian.

Russian IV. The basic grammar and cultural materials are taken from the text *Russian Faces and Voices*, a text based on interviews with Russian people from a variety of backgrounds. Audiotapes and a video in the form of a mystery also accompany this text. At this level, students begin to read longer texts and various works of 19th and 20th century literature, newspaper articles, and film are used to present both traditional and contemporary culture. Students also complete a research project on a Russian city of choice in the first semester and on a cultural topic of choice during the second semester. Throughout the course, students continue to expand their speaking, listening, reading and writing skills. As at the other levels of Russian, students may elect to participate in the National Russian Essay Contest or in the Olympiada for Spoken Russian. Students are also encouraged to participate in Friends School’s home stay/study trip to Russia (offered on even years).

Russian V. *Mir Russkix* (The World of the Russians) is the basic text for this course, which seeks to further develop all language skills. The text, audiotapes, and video that constitute this course expose students in great depth to such themes as Russian traditions, the environment, Russian art and the role of the individual in history. Each chapter includes excerpts from literature, grammar presentations, and numerous topics for discussion. In addition, various works of 19th and 20th century literature, newspaper articles, and film are used to enhance discussions. Students also complete a research project on a Russian region of choice during the first semester and on a cultural topic of choice during the second semester. In addition, students regularly monitor and discuss current events in the Former Soviet Union. As at the other levels of Russian, students may elect to participate in the National Russian Essay

Contest or in the Olympiada of Spoken Russian. Students are also encouraged to participate in Friends School’s home stay/study trip to Russia (offered on even years).

SPANISH

Spanish I. Spanish I is designed to give students an introduction to Spanish language and culture from Spain as well as Mexico, Central and South America. Students develop a novice's proficiency in listening, speaking, reading and writing in the target language. The course presents basic meaningful vocabulary which relates to the students' daily lives. Students learn to communicate about their family, food, transportation, school life etc. The present tense is mastered for regular –ar, –er and –ir verb conjugations and for irregular, commonly-used verbs. The past and future tenses are introduced and practiced. The text *Navegando* is accompanied by a workbook which will help reinforce instruction in class. Accompanying CDs and cultural DVDs provide supplemental practice. Students listen to bi-weekly podcasts from *Notes in Spanish Inspired Beginners*, which highlight cultural comparisons between the United States and Spain. Students practice their Spanish by role play, writing dialogues, answering questions orally and in writing. This course should inspire students to continue to use their Spanish in a meaningful way, in class and on the streets of Baltimore.

Spanish II. Spanish II is a course designed to develop and advance the four language skills (aural, oral, reading, and writing) acquired in Spanish I. The class is conducted almost entirely in the target language. A textbook is used accompanied by its audio and online activities and students are required to speak and write using the new grammar and vocabulary in each chapter. The curriculum focuses on teaching every day skills such as interviews, writing letters and emails, and reading authentic materials. Audios and videos expose students to the richness of the Spanish-speaking world. Class

activities provide opportunities to hone student’s oral proficiency through skits and group discussions. During the course of the year students collaborate on cultural projects and watch films and documentaries. Students are introduced to literature through a short novel which aims to boost their confidence in critical reading skills and overall comprehension.

Spanish III. Spanish III is an intermediate course which builds on the listening, speaking, reading and writing skills acquired in Spanish I and II. The class is conducted entirely in Spanish and the main focus is on oral and written proficiency. By the end of the course, students will be able to express personal opinions on school life, the environment, and human rights issues in Spanish-speaking countries. Class activities focus on writing letters, emails and blogs, as well as authentic materials such as videos, films, newspaper articles and websites. Students collaborate on research projects proposing solutions for environmental problems in the world and designing brochures about cultural and historical facts of different Latin American countries. Literary components allow for conversation, written analyses and opportunities for “round-table” discussion. Students develop their written and oral proficiency through discussions, oral presentations and readings and culminate their learning with an independent, creative project on Hispanic artists.

Spanish IV. Spanish IV is an advanced course designed to improve students’ proficiency in reading, writing, listening and speaking. Spanish IV students gain familiarity with the contributions of some of the most well-known authors from Spain and Latin America, as they read and discuss unabridged works by Manuel Rivas, Federico García Lorca, Gabriel García Márquez, Luisa Valenzuela and Isabel Allende. Current films from Spain and Latin America are viewed to enhance the students’ understanding of the themes, culture and historical setting found in these works of literature. Students write forums, journal entries and analytical

papers to demonstrate their increased proficiency and ease with the language. Students collaborate to produce oral presentations on the themes designated of real importance to understanding the cultural context of the Spanish-speaking world. The course is also designed to enhance the students’ awareness of current events relating to the Spanish-speaking world, and how Hispanics and Latinos interpret events dealing with the United States. Newspapers and news clips from Spain, Colombia and Argentina serve to incite discussion. The course is conducted entirely in Spanish. Advanced grammar is taught and reinforced.

Spanish V. Spanish V is an advanced course in which students continue to refine their proficiency in reading, speaking, writing, and listening. By the end of the year students will be able to understand and communicate abstract and complex ideas. Grammar practice provides students the foundation needed for developing effective communication and critical thinking skills. Hispanic films and documentaries are incorporated into the class discussion to help students comprehend everyday culture and spoken Spanish. In order to demonstrate their mastery of the target language, students reflect on a wide array of literary and cultural topics, both orally and in writing. Collaborative and individual projects constitute important forms of assessments. During the course of the year, students interpret and discuss Spanish and Latin American short stories, current events, and popular culture by well-known Hispanic authors.

History

Building through a core curriculum to a range of senior elective offerings, the Upper School History Department provides students with experiences that develop their foundational skills as historians and scholars (reading, writing, researching, analyzing, synthesizing) as they use a wide range of primary and secondary sources. Through this thoughtfully integrated curriculum,

students work in both individual and collaborative modes. Global in emphasis, the curriculum spans the earliest civilizations to contemporary society, requiring students to explore multiple perspectives as they build the understanding and empathy needed for responsible global citizenship.

The History Department expects that all students will follow this sequence:

- 9th grade: History of Great Civilizations
- 10th grade: History of the Modern World
- 11th grade: The United States and the World
- 12th grade: Electives

9th Grade: History of Great Civilizations

This course is designed to develop and refine general academic skills, such as reading for comprehension, note taking, organization, planning, and essay writing. The course examines a variety of early civilizations and challenges students to understand early societies on their own terms. The course starts with the Ancient Near East and Egypt, then covers Greece, Rome, early Islam, Mesoamerica, early African, Indian, Chinese and Medieval European civilizations. Students must also complete a research project and gather information from several sources, including some on-line material.

10th Grade: History of the Modern World

Building on skills and content developed in the 9th grade, students will use increasingly sophisticated sources and analysis to study the key developments from the 15th to the 20th centuries that have helped to shape the world they inhabit. This course emphasizes important themes that occur across space and time, including technological change, environmental impact and cross-cultural interactions. Students will also explore the development of cultures around the globe. Throughout the course students will begin to see connections and

comparisons across cultures and time periods. Also, students will think critically about the interrelationship between historical events. Emphasis is placed on the use of primary sources to study history.

11th Grade: The United States and the World

This course traces the development of the United States from a small nation in 1790 to its position as the world’s largest industrial power by the beginning of the 20th century. In the second semester, students examine the complex interactions between the United States and the rest of the world during two World Wars and the Cold War. The broader aim of the course is to help students refine academic skills for college. The course builds upon the comparative approach students have been developing throughout their Upper School experience. Questions addressed in the course include: Why did the US fail to establish a mainstream socialist movement like that in Europe? Should the United States have fought in World War I? Students complete increasingly sophisticated research papers involving historiography and comparative analysis to address such questions.

Twelfth Grade: History Electives—1st Semester

American Government. American Government goes beyond a basic analysis of how our government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens. Students will begin to develop a more complex and insightful understanding of constitutionalism, civil liberties, and the avenues of influence on policy making. Because 2012 is an election year the course will revolve heavily around political parties and campaigns, the election process, the role of the media in an election year, voter turnout issues, and campaign finance. The primary text is *Government in America: People,*

Politics, & Policy. In addition, students will be encouraged to follow current events for this course.

Anthropology. This course studies social and cultural development and behavior of human beings. Topics include the values, traditions, and myths of ancient and existing cultures. Such groups as the Yanamamo, the Koori, and the Woodabe are studied to compare kinship relationships, marriage practices, and death rituals.

Environmental Policy – National Food Policy: A Foundation. The fall component of Environmental Policy introduces concepts of environmental politics and policy, with a focus on Food Policy. Environmental, political, social, and economic perspectives on U.S. agricultural policy are examined and its impact on national and global food systems is analyzed. The course includes a lab/field component, as well as a seminar/discussion format. Students analyze historical and current research and thinking in national and global food systems, and will visit local food venues such as senior centers, central kitchens, government agencies, food distribution centers, and agricultural and/or policy research centers. Guest speakers from JHU’s Center for a Livable Future, government institutions, and local farms will be invited into the class. Class discussions, lectures, films, readings, and guest speakers support critical thinking and provide a foundation for understanding the experiential field/lab/service component of the course. The course may be taken for either science or history credit and is open to juniors and seniors.
Prerequisite: Environmental Science, or permission of the department.

Global Themes in Art History I. See description in Art section.

Haitian Studies: A Collaboration with Duke University. This interdisciplinary course has as its focus the history and culture of 18th century Haiti, at the time a French colony known as Saint Domingue. Students will take part in a

research effort in collaboration with Duke University’s Haiti Lab and its Slave Nation Project. One goal of this endeavor is to identify the African country of origin of slave groups, using as a primary source newspaper ads, written in French, taken out by 18th century slaveholders in pursuit of fugitive slaves. Students will study Haitian literature and history leading up to the Haitian revolution. The course will require significant writing in English and French when applicable. Students will explore historical fiction as a genre and will produce a piece of original historical fiction based on several sources encountered in our research. Assessments will also include a research paper and presentation, and various writing responses, and an oral history project. Texts will include: *Avengers of the New World*, by Laurent Dubois, and *Children of Heroes*, by Lyonel Trouillot. Knowledge of French is not a prerequisite for this course. **Special note to athletes who may compete in college at the Division I or Division II level:** Although this course gives a full credit toward Friends School graduation, the National Collegiate Athletic Association has not yet determined whether this course will count towards required high school credits in History.

Modern Asia: China and India after World War II. This course will examine the development of China and India in the post-World War II period. These two nations have emerged as important world powers in recent years. We will compare the paths they have taken and the challenges each faces. For one quarter, we will look at modern history from the perspective of China. In the other quarter, India will be the lens through which we view history. Sources will include primary and secondary sources, such as articles, essays, books, and films. Inquiry and research will be a regular part of the course, as students seek to find the background information necessary to understand historical events.

History of Modern Russia. This course will cover the history of Russia from the mid-19th century to the present. Students will be

provided with a brief background in the geographic, political, and socio-economic history of Russia prior to the period of the Great Reforms under Tsar Alexander II. We will examine the key developments, themes, and changes that occurred in Russia as it went from a 19th century tsarist state, to communist state, to a contemporary free-market but still controlled state. Some of the themes will be authoritarianism in political and social sphere, responses by society and culture to oppression, socio-economic developments, and religious and cultural trends. In addition to readings covering the historical narrative, students will also be exposed to primary sources and literature through the period of study.

Peace, Nonviolence, and Social Justice.

Through comparative study of the writings of Mahatma Gandhi, Martin Luther King, Jr., and Thich Nhat Hanh, we will discover the sources and methods of each individual's nonviolent work for peace and social justice. We will also study the work of major nongovernmental organizations working for peace in the world and explore the role nonviolent resistance has played in times of war and conflict. Reflective and analytical writing will help students to connect this learning to their own life's work; a research paper will hone students' skills in analyzing the underlying causes of social injustice and the outcomes of nonviolent work for change. Students will engage in a service learning project of their own design through which they will apply and evaluate some of the methodologies of Gandhi, King, and Hanh.

Special note to athletes who may compete in college at the Division I or Division II level:

Although this course gives a full credit toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits in History.

Community and Solitude in the Religious Experience.

We will engage in a comparative study of various religions—among them Buddhism, Hinduism, Judaism, Islam, and

Christianity—through an exploration of specific practices, texts, and communities within each religion. What, for example, does the sangha of Plum Village and the experiences of one participant in this community reveal about Buddhism? Our learning will be both academic (reading, discussion, research) and experiential (practicing meditation, for example). We will learn more about the literary genre of the memoir, through which we can observe the inner dimensions of writers on a spiritual journey. Students will engage in extensive field work through which they will visit, observe, and learn from specific religious or spiritual communities in the Baltimore-Washington region.

Twelfth Grade: History Electives—2nd Semester

American Cultural Studies: Post WWII to the Present. American Studies will combine cultural, social and intellectual history of post-World War II United States of America. Students will analyze the American past and present from the perspective of several disciplines (history, social sciences, literature, and the arts), learn to synthesize their knowledge, and develop critical habits of mind needed for cultural analysis. The course will cover five themes: American communities, material culture and consumerism, visual, audio, literary, and performance culture, marginalized voices, and how American culture has been critiqued, drawn from, and adapted by cultures worldwide. Students will use multiple texts as well as literary, musical, film, and television sources throughout this course.

Environmental Policy – Baltimore Food Systems. This semester course builds on the foundation established in the fall semester of Environmental Policy. The spring semester focuses on urban food environments, particularly Baltimore’s complex food system. Students consider what would be needed to ensure access to nutritious, adequate, affordable, and sustainably-produced food for all citizens of Baltimore. The course includes a

lab/field component, as well as a seminar/discussion format. Students analyze current research and data in local and regional food systems, and gather and analyze their own data from Baltimore. Students will embark on “backstage” tours at supermarkets, corner stores, restaurants, food distribution centers, community centers and urban and suburban farms. Guest speakers from JHU’s Center for a Livable Future, other universities, government institutions, and local farms will frequent the class. Class discussions, lectures, films, readings, and guest speakers support critical thinking, and provide a foundation for understanding the experiential field/lab/service component of the course. A major learning experience of the course is a self-designed service learning project focused on one aspect of Baltimore’s food system. The course may be taken for either science or history credit and is open to juniors and seniors. **Prerequisite:** Environmental Policy – A Case Study Approach: National Food Policy, or permission of the department.

Global Themes in Art History II. See description in Art section.

History of the Balkans. This course covers the history of the Balkan countries (Greece, Serbia, Croatia, Romania, Bulgaria, FYROM, Montenegro, and Slovenia) from the 19th century to the present. Students will obtain a brief background of how the Ottoman Empire and Austro-Hungarian empires controlled these regions in the 19th century and then examine the independence movements of these people. The study of nationalism will be a major component of this course as we will examine the Yugoslav wars in the 1990s. We will also inquire as to how the Balkans have been perceived by Westerners throughout this timeframe and thus special attention will be paid to reading memoirs of Western travelers to the Balkan countries.

Words that Work. This course helps students refine their public speaking skills by examining the uses of rhetoric throughout history. Students analyze historic speeches as they prepare and

give speeches of their own. The Quaker influence text used for the course prompts students to reflect on the purposes and importance of communication.

Modern Middle East. This course begins by examining today’s headlines relating to the Middle East and seeks to build the historical and cultural context for understanding those events. A variety of sources will be used including articles, essays, and films. Students will be expected to keep current on what is happening in the region and post regularly to the class blog. Topics that will be addressed will include the Arab-Israeli conflict, the US role in the region, and the ongoing struggle for reform in the region. Each student will craft a research project selecting an aspect of the region to explore in some depth. Due to the fluid nature of the events in the region, there is flexibility in the curriculum to be able to explore topical issues. Student interest will also play a role in designing the curriculum.

The Path of Leadership. In this course, we will explore some foundational questions—both theoretical and practical—about leadership, with specific emphasis on the relationship between leadership and spirituality. What makes a “great” leader? Is the capacity to lead “natural” (i.e., something we are born with) or is it something we can learn? What is the relationship between leaders and followers? What sustains a leader during difficult times? Why do leaders fail? As most of us have had—or will have—experiences as leaders, it is important to be conscious about what and why we are doing so that we can be more effective leaders (and followers).

To assist us in the exploration of these questions, we will study some lessons in leadership gleaned from the world’s great literature, from history, and from various spiritual traditions. Students will write analytical/ research papers on subjects related to the course readings. They will also maintain a journal, through which they will explore their

own experience as leaders— of sports teams, of clubs, in student government, in religious communities, or other settings. The class will conduct a group service learning project that will allow students to experience together the roles of leaders and followers—and to experiment with different strategies for each. Finally, students will work one-on-one with someone currently serving in a leadership role; a day-long shadowing project will allow students to see in great detail the challenges and opportunities, decisions and circumstances that shape that leader’s experience. Students will present their findings and experiences from the shadowing project to their classmates.

Community and Solitude in the Religious Experience. We will engage in a comparative study of various religions—among them Buddhism, Hinduism, Judaism, Islam, and Christianity—through an exploration of specific practices, texts, and communities within each religion. What, for example, does the sangha of Plum Village and the experiences of one participant in this community reveal about Buddhism? Our learning will be both academic (reading, discussion, research) and experiential (practicing meditation, for example). We will learn more about the literary genre of the memoir, through which we can observe the inner dimensions of writers on a spiritual journey. Students will engage in extensive field work through which they will visit, observe, and learn from specific religious or spiritual communities in the Baltimore-Washington region.

Mathematics

The Upper School Mathematics program has a variety of offerings, the selection of which is made based on the student’s mathematics background. Potential course sequences can be adjusted to meet the needs of individuals from Friends Middle School as well as those students who enter the program from other educational environments. The Department works closely

with students and their advisors to ensure that a student’s placement in a course reflects the student’s interests and strengths. Appropriate technology is integrated into all of the mathematics courses; therefore students enrolled in any mathematics course must own either a TI-83 Plus or TI-84 Plus graphing calculator (the TI-84 Plus is recommended for new purchases).

Algebra 1. Algebra 1 is the first course in the sequence of core mathematics courses. After the review of the real number system fractions, and solving first degree equations and inequalities, topics covered will include graphing data and functions, proportion and variation, linear equations, properties of exponents, polynomial operations, and factoring.

Geometry. Geometry is the second course in the sequence of core mathematics courses. Topics covered include line and angle relationships, triangle properties and congruence, polygon and circle properties, area and volume, the Pythagorean Theorem, similarity, and an introduction to right triangle trigonometry. While inductive reasoning is used to discover relationships, deductive reasoning will be used throughout the course to verify those relationships. **Prerequisite:** Successful completion of Algebra 1.

Geometry Plus. Geometry Plus is taken in place of Geometry and covers the same geometric topics at an accelerated rate. The algebra portion of the course completes topics from Algebra 1 and includes topics from Algebra 2, including quadratic function skills. At the conclusion of Geometry Plus, students will be guided into Algebra 2 or Algebra and Trigonometry. **Prerequisite:** Permission of the Department.

Algebra 2. Algebra 2 is the course that follows Geometry and is the third and final course in the sequence of core mathematics courses. After a review of linear equations and functions, the

course focuses on topics including systems of linear equations, transformations, quadratic functions, polynomial operations, radicals, exponentials and logarithms, trigonometry and probability. Within the trigonometry unit, radian measure and the circular functions are introduced. **Prerequisite:** Successful completion of Geometry or Geometry Plus.

Algebra and Trigonometry. Algebra and Trigonometry follows Geometry Plus in the advanced mathematics sequence. The course covers a variety of topics from Algebra 2 and Precalculus, including Trigonometry, that are necessary to prepare students for Advanced Calculus 1. **Prerequisite:** A final grade of at least 80 in Geometry Plus and Permission of the Department.

Precalculus. Precalculus follows Algebra 2 in the mathematics sequence and covers such topics as higher order polynomials, rational functions, analytic trigonometry, solving triangles, vectors, sequences and series and limits. The course covers the necessary advanced algebraic and trigonometric topics to prepare students to take a calculus course. **Prerequisite:** A final grade of at least 75 in Algebra 2 or Permission of the Department.

Calculus 1. Calculus 1 follows Precalculus in the mathematics sequence and covers derivatives, applications of derivatives, basic integration techniques, and applications of integration. These topics are investigated from a variety of approaches—graphically, numerically, as well as analytically. **Prerequisite:** A final grade of at least 75 in Precalculus or Permission of the Department.

Advanced Calculus I. Advanced Calculus 1 follows Algebra and Trigonometry in the mathematics sequence. The course completes the pre-calculus curriculum, and covers such topics in calculus as derivatives, curve sketching, applications of derivatives, the concepts of an integral, antidifferentiation techniques including

u-substitution, and applications of integration. These topics are investigated from a variety of approaches—graphically, numerically, as well as analytically. **Prerequisite:** A final grade of at least 80 in Algebra and Trigonometry or Permission of the Department.

Calculus 2. This course follows Advanced Calculus 1 in the advanced mathematics sequence and rigorously covers such topics as integration techniques, differential equations, convergence of series and power series, vectors, parametric and polar equations. A major component of this course is the application of these topics. Although not an AP course, the combined courses Advanced Calculus 1 and Calculus 2 cover most topics found on the Calculus BC exam. **Prerequisite:** A final grade of at least 80 in Advanced Calculus 1 or Permission of the Department.

FALL SEMESTER MATH COURSES

1/2 credit each

Discrete Mathematics. Exposes students to the application of mathematics to real-life problems. Topics to be covered include voting and apportionment models; graph theory, networks and the Traveling Salesman Problem; Fibonacci numbers, the Golden Ratio, and an introduction to geometric recursion and fractal geometry. Substantial emphasis is placed on the use of Microsoft Excel as a problem-solving tool. **Prerequisite:** Successful completion of Algebra 2 or Algebra and Trigonometry.

Introduction to Programming. Students will learn to design and create computer programs in the Java language— an all-purpose high-level language. We will learn to use structured design and object-oriented program design techniques, Java commands and data types, and programming techniques of general applicability, including loops, tests, graphics and simple games. Programs will be written to execute in text-based mode and graphical- user interfaces (GUIs), as well as for the web. **Prerequisite:**

Successful completion of Algebra 2 or Algebra and Trigonometry or Permission of the Department.

Descriptive Statistics/Probability. This is the first half of a one-year course that includes Inferential Statistics. In this semester, numerical and graphical methods of representing data are covered thoroughly. The methods of collecting this data are studied in order to consider the question “What makes a good study, sample, or experiment?” Finally, an introduction to probability gives students the foundation necessary to study Inferential Statistics in the spring. **Prerequisite:** Successful completion of Algebra 2 or Algebra and Trigonometry.

SPRING SEMESTER MATH COURSES *1/2 credit each*

Mathematics of Finance. This course focuses on the mathematics underlying the basic concepts of finance. Topics covered will include the time value of money, amortization of loans, and bond pricing. The course will also focus on financial instruments— cash “equivalents,” bonds, stocks, mutual funds, futures and options—and the markets on which they trade. Students will also be introduced to the basics of financial accounting, culminating in a final project for which students will produce a final balance sheet, income statement and cash statement for a fictional company. Use of Microsoft Excel will be an integral part of the instruction in this course. **Prerequisite:** Successful completion of Algebra 2 or Algebra and Trigonometry. Preference for enrollment in the class will be given to students who have successfully completed Discrete Mathematics. **Special note to athletes who may compete in college at the Division I or Division II level:** Although this course gives a full credit toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits.

Data Structures in Java Programming. In this continuation of the *Introduction to Programming* course, students will design and create object-oriented computer programs in Java with increased complexity and interactivity, with an emphasis on the use of data structures ranging from files and arrays to more advanced and dynamic structures like linked lists, in order to model games, simulations, and other more complex algorithms. Although not an AP course, this class serves well as preparation for the AP test in Computer Science. **Prerequisite:** a grade of at least 75 in *Introduction to Programming* or the permission of the Math Department.

Inferential Statistics. This is the second half of the one-year course that begins with Descriptive Statistics/ Probability. The goal of drawing conclusions from the data collected is the primary focus. The course covers both the creation of confidence intervals as well as testing hypotheses. The study of tabular data and linear relationships receive treatment as well as the standard comparisons of means and proportions. A student-written survey widely administered and subsequently statistically analyzed and summarized culminates this course. **Prerequisite:** A final grade of at least 70 in Descriptive Statistics/ Probability or Permission of the Department.

Music

Music is valued as a co-curricular part of education at Friends School. Ensembles and classes are scheduled as part of the regular class day. A high level of performance is expected of our performing groups, providing the basis for students to be participants in and appreciators of music throughout their lives. The General Music program of the Lower and Middle schools formally ends after eighth grade. In the Upper School students continue to study music through a Music History component integrated into the History curriculum. Students study the music of an era or culture through reading and listening, enabling them to recognize and appreciate

different styles of music in their historical context. In addition, students, faculty members and invited musicians perform for Collection on a regular basis. **Please Note:** A student can elect to take both instrumental and choral music. See the conductors of each group to discuss this.

MUSIC ELECTIVE OFFERINGS

The **Upper School Concert Chorale** is open to students in the Upper School who have an interest in singing. In a short audition, students must be able to match pitch and sing an excerpt from a familiar song of the student's choice. The Chorale performs at least two major concerts over the course of the school year. The concert repertoire is a diverse one, featuring music from all style periods and choral genres. In order to perform in the annual Spring Musical, one must be a member of Chorale. *(1 year=1/2 credit)*

Chamber Choir is a group of 20-28 singers selected from the larger Concert Chorale. Rehearsal concentrates on *a cappella* singing. Members of Chamber Choir work with students who are equally motivated in music. Participants are chosen in an audition that requires them to sing individually and to sight-read. The group performs several times a year, both on and off campus. Repertoire varies from Renaissance madrigals to jazz arrangements. Focus is on balance and blend in small group singing. There are 5-7 singers on each part. *(1 year=1/2 credit)*

Wind Ensemble consists of the standard Concert Band instrumentation (woodwinds, brass, and percussion). All students in Grades 9-12 who can read music and play beyond the elementary level are encouraged to participate. Repertoire ranges from the Renaissance to today, including transcriptions of the masterworks. The ensemble performs in several major concerts on and off campus during the year. *(1 year=1/2 credit)*

Jazz Ensemble, composed of saxophones, trumpets, low brass and rhythm section, is open to students in grades 9-12 interested in playing jazz. Due to the nature of the instrumentation,

enrollment is limited. You may be required to audition for the director in the Fall. Members of Jazz Ensemble must also be concurrently enrolled in Wind Ensemble or String Orchestra. The group plays a wide variety of jazz styles, with emphasis on jazz phrasing, ensemble skills, and improvisation. The group performs in several major concerts during the year, on and off campus. *(1 year=1/2 credit)*

String Orchestra is open to string players, grades 9-12, who play beyond the elementary level. Traditional string orchestra instrumentation is employed (violin, viola, cello, string bass and harp). The orchestra performs in several major concerts each year with emphasis on traditional string orchestra repertoire. *(1 year=1/2 credit)*

Jazz Rhythm Lab is designed for rhythm section players (guitar, piano, bass, drums) who are not members of Jazz Ensemble. The class focuses on the basics of rhythm section playing and each individual's unique responsibility in the ensemble. *(1 year=1/2 credit)*

Music Theory/Ear Training I is a prerequisite for **Music Theory/Ear Training II**. Courses are divided into two components: basics of written theory and ear training skills. Theory I begins with the very basics, such as key signatures and intervals. By the end of Theory II, students will have learned analysis techniques and experimented with musical composition. Ear Training I begins with simple melodic and rhythmic skills. Ear Training II moves into advanced harmonic, melodic and rhythmic dictation skills. *(1 year=1/2 credit)*

Music Major. A student who is a Music Major is enrolled in a performance ensemble plus Music Theory concurrently. When a student is enrolled in both courses simultaneously for a full academic year, he or she may elect to designate it "Music Major." The student will then earn one credit in music for these combined classes. Students receive number grades in each course, which are averaged for the Music Major grade, which is averaged into the student's overall GPA.

Broadway Musical Workshop is a course for students interested in musical theater.

Depending on the makeup of the class, the course offers possible performance opportunities for all students as well as the chance to direct, choreograph, and produce scenes and songs from a variety of musical shows. Students will expand their solo musical theater repertoire, performing for the class many times in the year. The course also offers students an opportunity to hone their skills as actors, specifically as singing and dancing actors, in a workshop setting. (1 year=1/2 credit)

Studio Dance. This course is for 11th and 12th graders who have an interest in dance and choreography. The class will have a heavy focus on developing strong technique in several styles of dance, and also touch on dance history and composition. The first part of the year will focus on understanding dance technique and how basic technical elements cross over many genres of dance. Specific differences in these genres and their history will be highlighted. In the late part of the year, students will develop an understanding of choreographic tools and structures. They will then apply them to their own choreography. This creative and active class will conclude with an end-of-year performance. (1 year = ½ credit)

Digital Audio. This course uses software to introduce students to musical composition, arrangement, sound mixing, and the use of the media lab sound studio. Students will learn the five elements of music and create several song grooves including a twelve-bar blues using *Acid Music*. They will study audio special effects using *Cool Edit*, and they will compose/arrange a speech remix. During the second semester, *Protools*, *Audacity*, and the media lab will be featured, as students make radio ads and dramas, and build grooves and songs from both electronic sources and the live recording of instruments and voice, as well as adapting a song into a different genre. This course is a full-year minor course, has no pre-requisite, and is open to grades 9 – 12. (1 year = ½ credit) **Note:**

this course will only be offered every other year, and will be offered in 2013-'14.

Optional Student Groups. Two student-run, *a cappella* groups rehearse outside of the school day. These two groups (one all-male and the other all-female) consist of 6 to 7 singers who perform “lighter” repertoire, with an emphasis on popular music. The girls’ group is the Pleiades and the boys’ group is the Quaketones. Since the groups are student-led, auditions are announced and run by the students themselves. See members of these groups for further information.

Physical Education

Credit Awards for Physical Education

The requirements stated below are mandatory for graduation. 9th and 10th graders must each year successfully complete both the After School Athletic and Physical Education Requirements; 11th and 12th graders must successfully complete only the After School Athletic Requirement each year.

In-Day Physical Education Requirement

The Upper School requirements for Physical Education credit are fulfilled in the 9th and 10th grades by full participation in the in-day program that includes completion of courses in fitness lab in grades 9 & 10 and CPR in grade 10.

After School Athletic Requirement The Upper School requires that each student must participate in a minimum of one after school athletic program each school year. To receive this credit, a student must fulfill one of the following:

1. Participate in one season of the Friends School sports offerings.
2. Become a member for one season of the support staff, which includes activities such as managing for a specific team, videotaping/photography, or timekeeping. This is an important part of the athletic program and may be ideal for those want to contribute to the program in a non-playing manner. Please bear in mind that, like any

other team member, this is a five-day a week commitment. It also may include a supervised fitness component.

3. Participate in an approved Independent Physical Activity (IPA), which consists of a minimum of 50 hours of one activity during a sports season. The following procedures are to be followed:
 - a. Complete a proposal form, available from the Physical Education Office. This must be returned to the Athletic Director by the following dates in order to be considered for that season: fall-early September, winter-late November, and spring-late February.
 - b. Receive approval from the Athletic Director. Approval is based on the following criteria:
 - 1) Activity is supervised by a certified instructor (not a parent)
 - 2) Activity can be fully completed during a sports season – fall, winter, or spring.
 - 3) Activity is not offered at Friends School
 - 4) Activity must take place at an off-campus site.
 - 5) Complete the worksheet, available from the Physical Education Office, detailing the specific dates and hours of the activity and return it to the Athletic Director for evaluation. Final approval will then be determined.

Science

The Science Department has a commitment to providing each student with a well-rounded preparation in the Biological and Physical Sciences. The Departmental offerings cover a wide range of interests and skill levels for students. Students wishing to pursue science majors in college will find that the core curriculum provides them with a solid foundation. Students wishing to take science courses, but not seeking the rigors of a science major, will find interesting and exciting options

available. Whatever the path a student chooses, the science faculty believes firmly in preparing Friends School students for an active life in our society. It is important to be able to understand the workings of the natural world and to recognize the moral and ethical obligations associated with science and society.

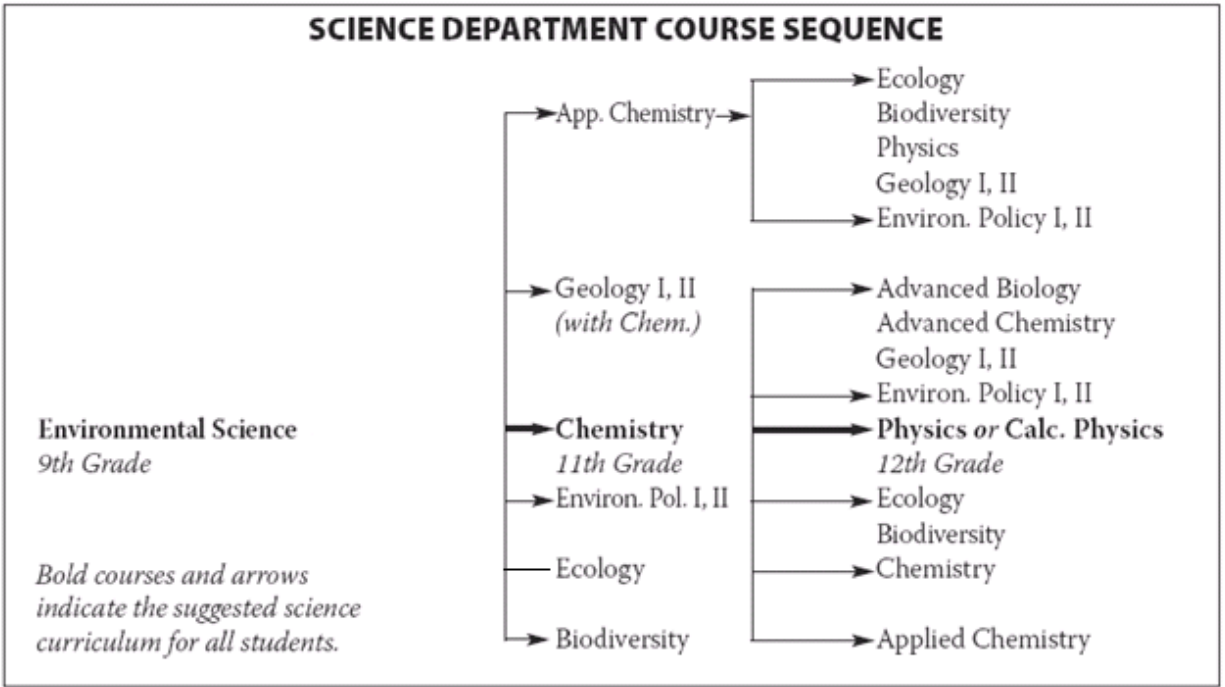
For pedagogical, developmental and structural reasons, the following sequence of courses is preferred and encouraged. This sequence will provide a well-rounded background for students expecting to pursue science offerings in college. Biology is a required course for all students. Since most students will have taken Environmental Science in 9th grade, this along with Biology would fulfill the lab science requirement for graduation.

- 9th Environmental Science
- 10th Biology
- 11th Chemistry
- 12th Physics or
Calculus-Based Physics

In addition to the core curriculum, the following options are also available. These offerings allow students to further explore areas of special interest:

- 10th, 11th, 12th Ecology
- 10th, 11th, 12th Biodiversity
- 11th, 12th Applied Chemistry
- 11th, 12th Environmental Policy I, II
- 11th, 12th Geology I, II
- 12th Advanced Biology
- 12th Advanced Chemistry

IMPORTANT: Any student wishing to deviate from these suggested course sequences **MUST** meet with Science faculty for approval and fill out the Science Course Permission form. The Student must confer with his or her present science teacher as well as the science teacher involved next year. In some cases, the student may meet with the Department Chair.



All science courses include a lab period each cycle.

Environmental Science. Ninth grade environmental science is a lab, classroom, and field based course which covers scientific principles and methodologies useful for understanding the interrelationships between humans and the natural world. The course builds the conceptual and skills foundation for pursuing science in the Upper School at Friends. Scientific process, systems analysis, biogeochemical cycles, energy flow, and biodiversity are recurring themes that spiral in complexity throughout the year as students explore solutions to environmental problems by applying principles of natural systems to the human-influenced constructs of agriculture and urban design. Students discover and apply these concepts through guided inquiry-based investigations, self-designed experiments, and observational studies, using the local environment of the school campus, Stony Run, and Baltimore City as a living learning laboratory.

Introductory Biology. The beginning biology course is designed to provide a broad exposure to the biological sciences with in-depth study of specific topics. Emphasis is placed on evolution,

cellular biology, classical and molecular genetics, bacteria and viruses, biochemistry, photosynthesis, cellular energetics, and anatomy. These topics as well as the methodology and culture of biology, are developed through lab work together with lecture, readings, and discussion. Examples from the natural world are regularly incorporated into class discussion to illustrate biological concepts and diversity. The textbook is *Modern Biology* by Holt, Rinehart and Winston, 2009.

Chemistry. This course prepares the student for any first-year college-level chemistry program. Introductory Chemistry is designed to familiarize the student with the fundamental theories and concepts of modern chemistry. Throughout the year, all topics are related to everyday experiences and the impact of chemistry on the planet. When appropriate, information is presented with an historical perspective. Nuclear chemistry and atomic structures are examined with a detailed look at the Modern Theory of Atomic Structure. Emphasis is placed on developing good problem solving skills and teaching the student how to work with conceptual information. Chemical processes are studied from the perspective of

thermodynamics and kinetics and include the fundamental acid-base theories and concepts of oxidation-reduction. Stoichiometric calculations are taught with stress placed on the approach to a solution rather than on a specific answer. Labs are designed to demonstrate classroom concepts. Manipulative lab skills are developed with concern for appropriate safety procedures. Students make heavy use of technology resources in this course, including the Friends School web page, Internet resources, and interactive programs. While we provide computers on campus both before and after school, convenient Internet access outside of school would be extremely beneficial to students' success in this class. **Prerequisites:** A grade of 78% or better in Biology and successful completion of Algebra 2 or Algebra/Trig.

Applied Chemistry. This course explores the chemistry of specific environmental and technological issues. The foundation for an introductory understanding of inorganic, organic and nuclear chemistry is provided in a more descriptive and practical approach to concepts, with less emphasis on the mathematical approach. Topics including atomic structure, stoichiometry, bonding, solutions, acids and bases, oxidation-reduction, and energy exchange in reactions are reinforced with a variety of laboratory techniques and experiments. The textbook is *Chemistry in the Community* by The American Chemical Society, 2005. **Prerequisite:** Biology with a grade of 75% or better and Geometry with a grade of 75% or better. Algebra II must be taken concurrently.

Physics is an introductory, Algebra-based course that aims to develop an understanding and appreciation of fundamental physics concepts as they apply to everyday life. The course covers selected topics in Mechanics, Thermal Physics, Electricity, Magnetism and some Optics. Laboratory experiments and in-class problems will be used to illustrate concepts and obtain a balance of qualitative reasoning and problem solving. The textbook for this course is *Physics* by Giancoli (6th Edition). **Prerequisites:** Chemistry with a grade of 78% or

better or Applied Chemistry with a grade of 88% or better and successful completion of Precalculus, or permission of the department.

Calculus-Based Physics. is an introductory course that aims to develop an understanding and appreciation of fundamental physics concepts, as well as utilize higher-level mathematics for problem-solving. The course covers selected topics in Mechanics, Waves, Optics, Electricity and Magnetism. Emphasis will be placed on more in-depth analysis of physical problems, and laboratory experiments will reveal the importance of Physics as a science of measurement. The textbook for this course is *Physics for Scientists and Engineers* by Randall Knight (2nd Edition). **Prerequisites:** A grade of 88% or better in Chemistry and successful completion of Calculus 1 or permission by the department.

Advanced Biology. This course is designed to give students a greater, in-depth understanding of a variety of biological processes and technologies in the biological sciences. Topics that will be considered include: chemistry of biology; protein biochemistry; recombinant DNA; biotechnology; survey of cell structure and function; human anatomy and physiology. Text: *Biology* (Campbell and Reese, 9th edition). **Prerequisite:** Biology with a grade of 88% or better and Chemistry with a grade of 85% or better. Restricted to seniors only.

Advanced Chemistry. This is a lab-based course designed to introduce the student to new theoretical ideas, lab techniques and scientific writing, which builds upon skills established in Introductory Chemistry. Many of the labs are concluded with a comprehensive paper and are evaluated in terms of the student's understanding of the topics, content, experimental work and written presentation. Topics include analytical chemistry, gas laws, acid-base theory, kinetics, spectroscopy, equilibria, oxidation-reduction processes, and introductory organic chemistry. Computers are used to facilitate the process of data analysis and interpretation. While not an Advanced

Placement course, the student is prepared to enter into a more advanced level program in the first year of college. There is no textbook required for this course. **Prerequisite:** Chemistry with a grade of 88% or better. Restricted to seniors only. Limited to 12 students due to space requirements.

Ecology Methods and Concepts. (Fall) This is a field-oriented lab course designed to expose students to the science and beauty of the natural world through field identification, field trips, field data collection and analysis, and application of ecology to current environmental issues. Topics include identification of trees, lichens and birds, and examination of the impacts of deforestation, and habitat fragmentation on species and the landscape. The methodology of ecology is explored through quadrat analysis of serpentine, riparian and forest tree communities, and data entry and analysis using Excel software. At the end of this course, students should have an understanding and recognition of some of the basic ecological processes and vocabulary of these topics. Texts: 1). Peterson Field Guide to Trees; 2). Birds of North America; 3) Selected Readings On-line. **Prerequisite:** Successful completion of Biology, or approval of the Science Department. *1/2 credit.*

Biodiversity. (Spring) This field-oriented lab course focuses on evolution, taxonomy and extinction of organisms with concentration on mammals and birds. Topics include the orders, taxonomy, evolution and ecology of mammals, mammoth & mega fauna extinction, and recent discoveries of new species. Bird identification and bird songs are learned in lab and during outside bird observations, and bird abundance is recorded and analyzed using Excel software. A field trip to the exhibits in the Museum of Natural History, Smithsonian, is planned for March. Oral presentations are given in April. Those students not on work study in May will conduct an independent insect or plant collection. At the end of this course, students should have an understanding and recognition of some of the complex problems in evolution,

extinction and biodiversity. Texts: 1). *The Diversity of Life*, by E.O. Wilson, 2010 .2). *Skulls and Bones*, Glenn Searfoss, 1995. **Prerequisite:** Successful completion of Biology, or approval of the Science Department. *1/2 credit.*

Environmental Policy – National Food Policy: A Foundation. (Fall) The fall component of Environmental Policy introduces concepts of environmental politics and policy, with a focus on Food Policy. Environmental, political, social, and economic perspectives on U.S. agricultural policy are examined and its impact on national and global food systems is analyzed. The course includes a lab/field component, as well as a seminar/discussion format. Students analyze historical and current research and thinking in national and global food systems, and will visit local food venues such as senior centers, central kitchens, government agencies, food distribution centers, and agricultural and/or policy research centers. Guest speakers from JHU’s Center for a Livable Future, government institutions, and local farms will be invited into the class. Class discussions, lectures, films, readings, and guest speakers support critical thinking and provide a foundation for understanding the experiential field/lab/service component of the course. The course may be taken for either science or history credit and is open to juniors and seniors. **Prerequisite:** Environmental Science, or permission of the department.

Environmental Policy – Baltimore Food Systems. (Spring) This semester course builds on the foundation established in the fall semester of Environmental Policy. The spring semester focuses on urban food environments, particularly Baltimore’s complex food system. Students consider what would be needed to ensure access to nutritious, adequate, affordable, and sustainably-produced food for all citizens of Baltimore. The course includes a lab/field component, as well as a seminar/discussion format. Students analyze current research and data in local and regional food systems, and gather and analyze their own data from Baltimore. Students will embark on

“backstage” tours at supermarkets, corner stores, restaurants, food distribution centers, community centers and urban and suburban farms. Guest speakers from JHU’s Center for a Livable Future, other universities, government institutions, and local farms will frequent the class. Class discussions, lectures, films, readings, and guest speakers support critical thinking, and provide a foundation for understanding the experiential field/lab/service component of the course. A major learning experience of the course is a self-designed service learning project focused on one aspect of Baltimore’s food system. The course may be taken for either science or history credit and is open to juniors and seniors. **Prerequisite:** Environmental Policy – A Case Study Approach: National Food Policy, or permission of the department.

Geology I. (Fall) This is a field-oriented course designed to expose students to global processes, rock types and minerals, as well as marine fossils and ancient environments of Maryland and southern Pennsylvania. The course explores igneous and metamorphic rocks of the Baltimore region and Eastern U.S., as well as sedimentary rocks of western Maryland and Gettysburg, Pa. It covers geologic time from the Precambrian (1.2 billion years ago) to the end of the Paleozoic Era (250 million years ago). Local field trips focus on distinguishing common minerals of granite, gneiss, schist, marble, quartzite and pegmatite, and rock formations that underlie the local landscape. A field trip to Gettysburg Battlefield or Washington County to study the geology is planned. Labs examine these subjects in more depth with lab specimens and microscope work. Text: *Physical Geology: Earth Revealed*, by D. Carlson and C. Plummer, 2009. **Prerequisite:** Chemistry or Applied Chemistry (may be taken concurrently). Open to Juniors and Seniors. *1/2 credit.*

Geology II. (Spring) A continuation of Geology I, this is a field-oriented course that explores the sedimentary rocks and unconsolidated sediments of the coastal and eastern shore geology of the Chesapeake Bay region. The time period covered begins with the

great Permian/Triassic Extinction (250 million years ago) to the present. It includes the weathering of rocks, sedimentation, meteorite impacts, evolution of dinosaurs, mammals, birds and ammonites, ancient environments of the Cretaceous and Miocene cliffs, the Ice Age, and recent climate changes. Labs examine these subjects in field trips to local areas as well as in more depth with lab specimens and microscope work. A field trip to the geology and minerals exhibits at the National Museum of Natural History, Smithsonian is planned. Text: *Physical Geology: Earth Revealed*, by D. Carlson and C. Plummer, 2009. **Prerequisite:** Chemistry or Applied Chemistry (may be taken concurrently). Open to Juniors and Seniors. *1/2 credit.*

Non-Departmental Courses

Theater Workshop is a class dedicated to the premise that any student in the Upper School who wants a chance to act or direct will get one. The students mount workshop productions of one-act plays (comedies, dramas, and children’s theater, professionally written as well as student-written) for audiences on and off campus. Theater Workshop students perform for Lower School assemblies, Upper School collections, and after-school programs at city elementary schools and community centers. The Workshop is open to all Upper School students and may be taken more than once. *(1 year=1/2 credit)*

Freshmen Seminar is a pass/fail, year-long required course for all freshmen. The class meets twice a cycle in small groups throughout the year. The course offers an ongoing orientation to life in the Upper School. Discussion topics include Quaker Process, academic integrity, study skills, exam preparation, learning styles, and cultural competency, as well as health and wellness issues. The Upper School Faculty and Administration collaborate to develop a team-taught curriculum. *(no credit)*

Sophomore Seminar is a pass/fail, year-long required course for all sophomores. It provides 10th grade students with a unifying curriculum that builds community, develops their understanding of the core Quaker testimonies, and nurtures their capacity for purposeful leadership. Through experiential learning, reflective exercises, and service to the broader Friends School community, sophomores prepare themselves for their rising leadership roles in their junior and senior years. *(no credit)*

Junior Seminar is a pass/fail, year-long required course for all students in eleventh grade. This course is a health and life skills discussion-based class where we explore a variety of topics and issues developmentally appropriate for high school juniors. There is also a college guidance component that covers topics such as the timeline for the college search, essay writing, interviewing, testing, and the mechanics of the application process. Students are given the Myers-Briggs Type Indicator and the Strong Interest Inventory Combined Career Profile,

which provides parents and students with individual personality and career exploration and planning information. Health and wellness issues, such as: drugs and alcohol, sex/sexuality and disease, relationships, proper eating habits and disorders, multiple intelligences and learning disabilities, and commercialism and its effect on body image, are discussed with an emphasis on understanding and decision making. Understanding the causes and implications of stress on their bodies and minds, and learning stress management techniques are also a part of Seminar. *(no credit)*

Senior Seminar is a pass/fail, year-long required course for all students in twelfth grade. The course will cover a variety of topics of interest and concern to college-bound students. Early in the year, the class will concentrate on college application procedures and refining college lists. The last part of the year will deal with helping students make a smooth transition to college. Topics will include time management; decision-making; substance abuse awareness and prevention; and others. *(no credit)*