

FRIENDS SCHOOL OF BALTIMORE

# Upper School Course Guide 2021-2022

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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, eighteen of which must be in major courses.
2. Satisfy the following course requirements:

**English:** **4 credits**  
(including four ½ credit electives during Junior & Senior year.)

**Social Studies:** **2 credits**  
(including History of the Modern World and U.S. and the World)

**Math & Science:** **6 credits** (at least 2 credits in each discipline including Biology and successful completion of Algebra 2 or Accelerated Algebra w/Trigonometry)

**Languages:** **2 credits** of Friends School language (including completion of Level III of a modern language, or Level II of Latin)

**Fine Arts:** **2 credits**

**Other Majors & Minors:** **3 credits**

3. Successfully complete the PE/Athletic “Four Core Plus Two” requirement (see page 34 for full description), including the healthy relationships and identity curriculum, presented in the following two courses:

- a. Freshman Forum (.5 credit)
- b. Sophomore Forum (.5 credit)

4. Successfully fulfill the requirement of the community service program

5. Complete the following courses and other requirements:

- a. Junior Forum
- b. Senior Forum

## 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 constitute the minimum state mandated high school degree requirement.

## Matriculation

A student may matriculate from one year in the Upper School to the next if they: 1) complete the English requirement for that year; and 2) are 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 pre-calculus math (through Algebra 2); two laboratory sciences; three years of social studies (including History of the Modern World and 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 three to four years of the same foreign language; four or more years of science; math through Pre-calculus or Calculus; and four years of social studies. Students must complete courses noted as graduation requirements at Friends School.

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 Counseling 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 Counseling 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 year-long course or the semester for a semester-long course. A completed Add/Drop Form is required.

*Dropping Courses:* If a student believes they need 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, they need 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 Counseling staff. The completed form is to be returned to the Registrar. 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.

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 they 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.

On occasion, changing a class 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. Credit is awarded for a

grade of Pass. Courses earned Pass/Fail grades are not factored in to the GPA.

## 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, they need to obtain the proper documentation from the appropriate grade dean. These are only open to 10th-12th Grade.

Semester-long **Medium-Based** courses meet during a 70-minute letter-block 5 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 3 or 4 out of 10 days in the cycle.

**Rejoining a Course:** In regards to fulfilling art credits, we feel as if the healthiest approach is for students to experience a wide variety of art offerings. If it's a deeper dive students are looking for, we hope a student considers re-joining a course-- *but only with instructor approval and if the student is willing to do the work that this deeper dive will require.* We think rejoining an art course is a worthwhile discussion to have only if it's something a student is serious about pursuing through a more devoted and meaningful practice. Second-years in any art course are expected to work more independently on more challenging projects, often outside of the curriculum they have already mastered. If this is something you think might describe you, then please talk with your art teacher about how and when you might rejoin.

## Art Major

This full major course prepares students for a college art program in either professional or liberal arts schools. Skills we plan to focus on will be drawing from observation and building students' voice in art. Each student is expected to have some command of drawing processes in order to better understand and develop his or her individual creativity. Art Major students interact daily with the teacher and each other while working in various media and techniques to fill out their body of work. Much out-of-class work is expected in Art Major. In addition to in-class work, individual journal entries and homework assignments as well as portfolio reviews are central to

this curriculum. Students will be assessed on their engagement and development of the visual language through our consistent feedback sessions and art reviews. Coursework also includes a semester project in lieu of exam. Art Major is reserved for students in 11th and 12th grade. Interested 10th graders may be considered for Art Major as a 6th major in special circumstances. This class may be repeated with the approval of the instructor. This is a year-long major course that meets 4 days per 6 day cycle. *1 credit*

## L and M Block Offerings

**Art and Politics** In this class we will come together during L block to read, watch, and experience art that is trying to make an impact on the politics of its time. We will discuss what is considered art (Posters? Stickers? Paintings? Graffiti? T-shirts? Memes?), what is politics (AIDS crisis, revolutions in ideology, LGBTQ rights, abolition of slavery, jobs, equal pay for equal rights), and look at ways to read images closely. We will develop our observational and conversational skills around art, its meaning, and its potential impact on the people who see it. We will read, watch ted talks, films, have discussions and hopefully have a visit or two to museums. Students will be assessed periodically on their understanding and analysis of art movements and mediums we are studying. These assessments will take the form of in-class writings, short essays, quizzes, and other brief written responses. *½ credit*

**Design—Photoshop** This course enables students to learn the basics of the visual language and composition through more in-depth exploration of Adobe Photoshop. Skills we plan to focus on will be arranging compositions using basic shapes, creating theme-based work. Not only will we be using Photoshop as the primary tool to build meaning in our work, but students will be expected to engage in daily dialogue in order to build visual vocabulary and understanding of the projects covered. Students will be assessed on the variety of images they are able to create for each

assignment, making **exploration** a vital component for success. Outside-of-class research and open-studio work time may be integral to completing this course. Comfort with digital formats and processes might make this a more meaningful class for those that wish to take it, but it is not a prerequisite. This class may be repeated with the approval of the instructor. This is a semester-long course, open to 9th-12th. *½ credit*

**Web Design and Development** In this course, students will learn how to design and build custom websites using Javascript, HTML, and CSS. Students will build essential skills for designing and organizing sites that are visually distinctive and engaging. Learn about layout, typography, and color, create assets, design UX interactions, and put it all together in one- and multi-page websites. No previous programming experience is necessary. Students will create collaborative and individual projects. Students will be assessed on their growth as programmers and makers, their artist habits of mind, and the quality of the products they create. Outside-of-class research and open-studio work time may be integral to completing this course. This is a year-long course, open to 9th-12th. *½ credit*

## Medium-Based Semester Courses

**Adaptive Design** Students in this course will design and create functional furniture and devices in direct collaboration with community members with physical disabilities. Students will learn solid cardboard construction techniques and use the design process to ask, research, imagine, plan, create, test, and improve their products. We will explore innovative uses for common materials and tools through trial and error. We will investigate perceptions of normality and narratives of disability, consider how design can reinforce the status quo, and develop solutions for our campus and beyond. Students will create two or three individual and collaborative projects per semester. Students will be assessed on their growth as designers and makers, their artists' habits of mind, and their craftsmanship. Outside-of-class research

on ideas and open-studio work time may be integral to completing this course. This is a semester-long course, open to 9th-12th. *½ credit*

**Art, Technology, Media, and Design** Students in this hands-on course will create projects that reflect current trends in contemporary art and design by using new technologies such as Robotics, 3d fabrication, small electronics, and microprocessors as well as the more traditional power tools found in the maker space. We will create collaborative and individual projects that change every semester and push the boundaries of what is typically called “Art”. Emphasis will be placed on using design thinking to develop solutions. Students will create three or four major projects per semester. Students will be assessed on the quality of the products they create, the development of their artist habits of mind, and on their documentation of their learning in digital portfolios. Outside-of-class research and open-studio work time may be integral to completing this course. This is a semester-long course, open to 9th-12th. *½ credit*

**Creative Coding** Students in this course will investigate basic computer science concepts and learn how to program by making art. We will create interactive drawings, animations, and games with P5.js, a JavaScript-based coding language. No previous programming experience is necessary. Students will answer open-ended prompts to create several individual and collaborative projects that require participation from the audience. Students will be assessed on their growth as programmers and makers, their artist habits of mind, and the quality of the products they create. Outside-of-class research and open-studio work time may be integral to completing this course. This is a semester-long course, open to 9th-12th. *½ credit*

**Drawing** This course will demystify the common belief that it is hard to draw. Students will develop an understanding of how to see and how to use mark-making to focus on value, light, and edge. Various drawing methods and subjects are explored as a means to cultivate and improve students’ perceptual ability and core drawing skills. Graphite, charcoal, pastels, ink, and marker may be explored within subjects such as landscape,

still life, interiors, and portraiture. Students usually create four to five major projects per semester. Students will be assessed on their exploration of techniques and materials, the development of their artist habits of mind, and the quality of work they create.

Outside-of-class drawing and open-studio work time may be integral to completing this course. This is a semester-long course, open to 9th-12th. *½ credit*

**Drawing—Experimental Practice** This course will explore the limits of drawing and promote student ownership of the prompts given in class. We will unpack drawing practices founded in fundamental rules and delve into expressive content. The skills we plan to focus on will be to experiment with image-building through some traditional but mainly non-traditional materials and practices, such as drawing with found objects and collaborative drawing. The tools we may use could range from dry material like graphite and charcoal to wet material including ink and paint. Students will be assessed on how far they take the assignment away from the initial prompt and more towards authentic ownership demonstrated in their studio practice. The essential questions at the core of this course will be what makes a drawing good for the artist, and what makes a drawing good for the viewer? Outside-of-class research and open-studio work time may be integral to completing this course. This is a semester-long course, open to 9th-12th. *½ credit*

**Painting** This course will foster a student’s love of color and desire to create with paint. With a focus in watercolor in the fall and acrylic in the spring, students will investigate color, light, and edge when creating their images. Projects may include still lifes, portraiture, and landscapes. Students will be encouraged to generate compositions and painting techniques while learning from direct observation, and we may also explore non-representational directions as well as abstraction from life. Students usually create four to five major projects per semester and will be assessed on their quality of work, proficiency of techniques and materials while developing their artist habits

of mind. Outside-of-class painting and open studio work may be integral to completing this course. This is a semester-long course, open to 9th-12th *grade*. ½ credit

**Photo 1** This course is an introduction to the visual language of photography. Students enrolling in this course will be learning to shoot on their phones for the duration of the course. In this class we will learn about composition, portraiture, color and editing our images. We will explore different ways to shoot, direct a photograph and develop our photographic eye. Students will be introduced to photographers to inspire their work. We will shoot different assignments every few weeks as we develop our editing skills in the application PIXLR. Critique will be introduced and used on the teacher-student level. This is a semester-long course, open to 9th-12th grade. ½ credit

**Photo 2** This course is an introduction to film developing and traditional black and white darkroom photography. Students enrolling in this course will use their own or borrow a 35 mm SLR camera (with F-stop and shutter speed) for the duration of the course. [The school maintains a set of 12 film cameras for use by students.] 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, review composition techniques and continue to develop our photographic eye. Students will be introduced to photographers to inspire their work. We will shoot different assignments every few weeks as we develop our skills in the darkroom. Projects will include Landscape, Self Portrait and Double Negative. We will use group critique to reflect on our images and develop projects for an audience. Fine printing and thoughtful presentation are stressed. Students will be assessed on a portfolio of work at the end of each project. ½ credit

**Photo 3** Students enrolling in this course must own or borrow a 35 mm SLR camera or Digital SLR. This course is geared toward individuals who are self-motivated and interested in continuing to develop their photographic body of work. Skills we will focus on are fine printing,

thoughtful presentation and reworking ideas through multiple shoots. Our first two projects will be suggested by the teacher, but for the final project, 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. Students will be assessed on portfolios of prints handed in at the conclusion of each project, as well as participation in critique and a good studio practice. This is a semester-long course for a ½ credit. Prerequisite: Successful completion of a Photo 2-level course or special permission from the department. ½ credit

**Printmaking** In this course we will explore the possibilities of printmaking. Possible projects include work with relief (linocut), intaglio (dry point etching on acrylic plates), and silkscreen. 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 posters 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. This class may be repeated with the approval of the instructor. Students repeating the class will be asked to complete more complex, multi-layered prints in each area of printmaking. This is a semester-long course, open to 9th-12th. ½ credit

## 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 9<sup>th</sup> and 10<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> grade years, and these skills serve as a foundation for the 11 and 12 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. 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. *1 credit*

**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 *Julius Caesar* and examine its thematic connections to the course, as well as its poetic and dramatic elements. Further, students study poetry and biblical literature. 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, such as the short story, poem, and play. 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. *1 credit*

## 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 2019-20 electives; selections vary from year to year.

## FIRST SEMESTER

**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*, *Winesburg, Ohio*, and *My Antonia*. 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. A visit to the Irish Museum in West Baltimore,

exposure to thematically related art by Grant Wood, Thomas Hart Benton, and the Ash Can painters, and a Thoreauvian bike trip to the NCR trail in northern Baltimore County will enrich and clarify the experience. Students will do a fair amount of writing and pair up to get into the community to find and report on examples of Americana (exhibits, plays, county fairs etc.) that represent thematic reflections of the class. **Note: This course is not offered every year. ½ credit**

**Analysis and Criticism of Contemporary**

**Literature** In this course, we will explore modern prose and poetry written by contemporary fiction writers, critics, poets, and literary journalists. We will have the opportunity to discover memoirs, essays, criticism, fiction, non-fiction, and biographical profiles, each presented in fresh and creative forms. Rather than rely on outside texts, we will read primarily pieces from The New Yorker magazine, which each student will receive weekly. Much of our writing will be modeled on the magazine’s essays, criticism, “Talk of the Town” pieces, and in-depth “Reporter-at-Large” segments. The class will approach the magazine’s insightful and technically sound writing with intellectual curiosity and critical minds. Together, we will explore the writers’ techniques—both innovative and traditional—and learn to apply them to improve our own reading and writing. ½ credit

**The Caged Bird Sings** The Caged Bird Sings examines 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*. We’ll watch *Life Is Beautiful* and *The Accidental Tourist*. Thematically related art by Romare Bearden and child Holocaust prisoners and photography by Roman Vishniac as well as a trip to the Holocaust Museum are fringe benefits. Late in the semester, students will pair up and make presentations to the class about real life "caged birds" whom they have known. **Note: This course is not offered every year. ½ credit**

**Frankenstein and Its Monstrous Progeny**

This course will use *Frankenstein* as its central text and as a starting point for exploring the rich and varied afterlife the novel has enjoyed. In tandem with reading the novel itself, we’ll explore the influences and social, political, literal, cultural, scientific, and historical context in which Mary Shelley wrote her masterpiece. Equally important, examine the myriad issues and anxieties it addressed to a 19th century audience- and to a 21st century one too. We’ll examine works directly influenced by the novel, which might include Ahmed Saadawi's *Frankenstein in Baghdad* , as well as texts that bear Shelley's subtle imprint, such as Karl Capek's *R.U. R*. Moreover, the class will study critical approaches to the novel like Elizabeth Young's *Black Frankenstein*. We will screen various media inspired by *Frankenstein* as well. This course will offer a vigorous dive into the world of the novel and, in Victor Frankenstein's words, the "monstrous progeny" it gave birth to. ½ credit

**Journalism** Do you like to tell stories, or talk to strangers? Are you fired up about injustices large or small? Then this new narrative journalism class could be for you. In it, we’ll read some of the most beautiful true stories ever written on deadline: from news articles to opinion pieces, war stories to features, profiles of vulnerable people to reviews of great art. We’ll study these stories as inspiration, and as models for our own written work – some of which we’ll revise for publication in the Quaker Quill. Along the way, we’ll discuss what makes narrative nonfiction come alive, explore digital media, and watch a number of movies and documentaries. We’ll ground all of this in the history of print journalism, from the role of the free press in shaping this country, to the powerful role investigative reporting is playing in combating "fake news" today. **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 fully vetted this course and thus it does not currently count towards required high school credits ½ credit

**Literature and Politics** This course begins by distinguishing between a fight and an argument, and then we study the art of the argument. We'll examine speeches from speakers as diverse as Elizabeth I, Sojourner Truth, Ronald Reagan, Barack Obama, and Emma Gonzalez. We'll also examine the ways in which art and literature can help us to understand power and political pressures better. A central unit examines the rhetoric of Dr. King's "Letter from Birmingham City Jail" and Ta-Naheisi Coates's "The Case for Reparations," followed by an exploration of diverse Black voices about race. 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 Jonathon Swift, Abraham Lincoln, Azar Nafisi, and Maya Angelou will be included as well. Assessments may include persuasive speeches, analytical essays, class discussions, and more. *½ credit*

**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, we 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 style-exploration-oriented piece, and a "vivid memory" project done with an elderly collaborator. Major writing assignments will include two analysis papers and two short scripts. Works studied may include the text/movie of Cornell Woolrich's short story and Alfred Hitchcock's film *Rear Window*, and the text/movie of Philip K. Dick's *Do Androids Dream of Electric Sheep* and Ridley Scott's movie *Blade Runner*. **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. *½ credit*

**Literature of the African Diaspora** In this course students will examine literature through the prism of a globalized notion of "blackness," among people who have emigrated or been forcibly removed or exiled from a common geographic origin—Africa. We will consider the notion of "diaspora" as a concept and as a construct, (and as a notion!), by reading literature in many genres, from many authors, hailing from as many different countries and cultures as we can muster. Throughout the semester, we'll also be looking at art, watching films, and listening to music. Authors will include canonical writers and artists like Ralph Ellison, Toni Morrison, James Baldwin, Jamaica Kincaid, Derek Walcott, Charles Burnett, and Nikki Giovanni, but special emphasis will also be placed on diasporic literature that's happening now, among writers like Danielle Evans, Marlon James, Teju Cole, Paul Beatty, Kiese Laymon, Junot Diaz, Tracy K. Smith, and Percival Everett. Texts will likely include: *Invisible Man*, Ralph Ellison; *Beloved*, Toni Morrison; *Open City*, Teju Cole; *I'm Not* Sydney Poitier, *Percival Everett*. *½ credit*

**The Literature of Tragedy** In 1981, Harold Kushner's book, *When Bad Things Happen to Good People*, ignited countless discussions about the tragedy of human suffering and pain and the problem of evil in the world. In its evolution, the word "tragedy" now refers to both literature and human life itself and has become a way for us to frame and attempt to understand inexplicable events. In this course, we will read a combination of Classical Greek tragedies in conjunction with modern tragic plays or novels and examine three key aspects of the tragic experience (i.e., the scapegoat, the tragic hero and the ethical crisis). Some works will be augmented by relevant videos or movies. Key paintings or sculptures will also inform our discussions about the social, political and psychological functions of theatre in confronting human tragedy. Readings may include *Oedipus Rex*, by Sophocles; *Antigone*, by Sophocles; *A Doll's House*, by Henrik Ibsen; *Death of a Salesman*, by Arthur Miller; *Things*

*Fall Apart*, by Chinua Achebe; and *Extremely Loud and Incredibly Close*, by Jonathan Safran Foer. **Note: This course is not offered every year.** ½ credit

**Modern Environmental Literature** Long before the modern environmental movement, American authors wondered whether the country's vast wildernesses could support the nation's growth indefinitely. These authors also wrestled with issues environmentalists still confront: the competing needs of humans and the natural environment; the expansion of some groups at the expense of others; the rights and responsibilities of dominant species and groups. At heart this course asks students to think about the complicated relationship Americans have to the past, present and future of our cultivated and wild spaces. Expect short response papers about the ethical dilemmas the authors pose and longer analytical essays about major themes. ½ credit

**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, focusing on E.A. Poe and move on to Arthur Conan Doyle, exploring how the Sherlock Holmes narratives might shed some light on Victorian anxieties. Agatha Christie provides a look at interwar period mystery, and then it's on to Raymond Chandler and the hard-boiled/noir genre. We will also examine some short stories as well as non-fiction narratives of suspense. Supplemental "texts" might include films by Alfred Hitchcock, selections from noir cinema, and episodes of various television shows. 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 "investi-

gators", finding certain "clues" to test various hypotheses in the form of thesis-support essays and creative assignments. 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. Lastly, we will examine our own criminal justice system in Baltimore through some limited field work. For example, in the past we have participated in court watching, with an eye towards bail review, which was part of a Baltimore Quaker initiative seeking to reform inequities in the cash bail system. Come prepared to read provocative texts, engage in spirited discussion, and learn about the genre of suspense. ½ credit

**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; research 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 collective service learning project of their own design through which they will apply and evaluate some of the methodologies of Gandhi, King, and Hanh. **Note: This course is not offered every year.** ½ credit

**Reading Reality** Reading Reality is a literature-based class focusing on the question "How do we know what we think we know?" From Plato's "Allegory of the Cave," through modern adaptations of this parable, such as *The Matrix*, with many stops in between, we will explore the ways in which individuals throughout time have used stories to question conventional understandings of reality. At the heart of this exploration is the notion that, as Socrates said, "The unexamined life is not worth living," and we will discuss the pleasures and perils that go along with seeking a truer understanding of reality. We will begin by considering the multiple ways in which the brain

makes meaning from the sensory input around us and the various ways of knowing that are available to us. We'll also examine how cultural factors affect the reality that we perceive. Texts will include: *Slaughterhouse Five*, *One Flew Over the Cuckoo's Nest*, and excerpts from a variety of literary, scientific, and philosophical sources, as well as films, podcasts, TED Talks and other online content. **Note: This course is not offered every year.** ½ credit

**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*, *Twelfth Night*, *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. **Note: This course is not offered every year (will not be offered in Fall 2021).** ½ credit

**Utopias and Dystopias in Literature** For some, the words “utopia” or “dystopia” bring to mind good or bad futures. For others, these imaginary places can be dismissed as the unrealistic hopes of optimists or the irrational fears of pessimists. For a set of authors and critics, however, this genre is rich territory for exploring social thought and theory. This course begins by asking students to contemplate what attracts us to articulations of more utopian lands, worlds, or ways of

being and why we are so interested in imagining disastrous wrong turns in dystopic futures. In texts dating back to Samuel Johnson’s eighteenth-century *Rasselas* and to contemporary “cli-fi” post-apocalyptic dystopias imagining the ravages of unmitigated climate change, our course focuses on the worlds the literature imagines and takes brief excursions into the ideologies, histories, and philosophies the literature invokes. Students will write critically about major texts and ultimately describe or create their own utopia. Possible authors and texts include Ursula Le Guin, Junot Diaz’s edited collection *Global Dystopias*, China Mieville’s essays, and Nnedi Okorafor’s *Binti*. ½ credit

**Wise Readings and Literary Traditions** This course will begin and end with handwritten books. At the beginning of the semester, we will examine ancient manuscripts and early American commonplace books; by the end of the semester, students will have filled their books with nuggets of wisdom and bits of artwork that they would like to preserve. Instead of focusing on being critics who respond to texts as antagonists, tearing them apart, we will read favorite texts with the faith that they hold wisdom for us, and that we can trust our own reactions to great literature. We will take our cues from “Harry Potter and the Sacred Text,” a podcast that grew out of courses at Harvard Divinity School, treating our favorite books as though they are holy, with lots to teach us about our own lives. At its core, this class invites us to examine our own lives deeply. This is a class about how we read as much as it is about what we read. Texts may include Italo Calvino’s *The Baron in the Trees*, Esquivel’s *Like Water for Chocolate*, Toni Morrison’s *Beloved*, chapters from *Paradise Lost* and *Harry Potter*, and a wide variety of poetry. ½ credit

**Writing for Podcasts and Radio** Podcast junkies, NPR nerds, tinkerers, and talkers, this new course needs your voices. In it, you’ll start learning to tell stories with sound, practice recording and interviewing, write and revise scripts, edit and mix sound, think critically about the media you consume, and contextualize all of that in the history of radio. Homework will mostly be listening to great podcasts like *This American*

*Life, Historically Black, Story Corps, Ear Hustle, Radiolab, and The Truth.* You'll also make something of your own each week, building to a final project of your choosing. As you do, you'll learn the gear and software you'll need to make your own first podcast. *½ credit*

## 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*, Sylvia Plath's *Bell Jar*, Jack Kerouac's *On the Road*, and Richard Wright's *Black Boy*. The poetry of Allen Ginsberg; the art of W.H. Johnson, Saul Steinberg, and Norman Rockwell; the photography of Robert Frank; and the music of the Temptations, Miles Davis, Jerry Butler, Bruce Springsteen, and Arlo Guthrie will enrich the Experience. Most years there is a trip to the Reginald Lewis Museum of African American Art and Culture in East Baltimore. Every student will pair up with a classmate and get out into the community to find something (a museum exhibit, a theater performance, a county fair, a yard sale....) which is peculiarly American and report back to the class about its thematic connection to what we've read. **Note: This course is not offered every year.** *½ credit*

**Analysis and Criticism of Contemporary Literature** In this course, we will explore modern prose and poetry written by contemporary fiction writers, critics, poets, and literary journalists. We will have the opportunity to discover memoirs, essays, criticism, fiction, non-fiction, and biographical profiles, each presented in fresh and creative forms. Rather than rely on outside texts, we will read primarily pieces from *The New Yorker* magazine, which each student will receive weekly. Much of our writing will be modeled on the magazine's essays, criticism, "Talk of the Town" pieces, and in-depth "Reporter-at-Large" segments. The class will approach the magazine's insightful and technically sound writing with intellectual curiosity and critical minds. Together, we will explore the writers'

techniques—both innovative and traditional—and learn to apply them to improve our own reading and writing. *½ credit*

**British Novels** This course will explore three British novels: Jane Austen's *Pride and Prejudice* (1813), EM Forster's *Howard's End* (1910), and Zadie Smith's *On Beauty* (2005). These novels will help us to develop our own answers to questions like, What is the importance of first impressions? What is the role and importance of love in our lives? What harm does prejudice do? Why is humility important? What is integrity, and why does it matter? Assessments will include robust class discussions, essays, journal entries, the occasional quiz or test, and more. *½ credit*

**Children's Literature: Fantasy Vs. Imagination** Since the last half of the 18th century, children's literature has offered adult writers a forum to explore the imaginative world of children. It has also provided a way to nurture, educate and entertain children for many generations. In this course, we will consider themes that will challenge our notions of justice, good and evil, and right and wrong. We will also examine the role of imagination and storytelling as a means of effecting personal and cultural change. By reading several selections from well-known authors, the first half of the course will explore the historical development of children's stories and consider the cultural context of their work. The second half will focus on analyzing the literary structure of children's fantasy stories and identifying the essential components of most literature in this genre. **Note: This course is not offered every year.** *½ credit*

**Community and Solitude in the Religious Experience** We will engage in a comparative study of various religions—among them Buddhism, Hinduism, Taoism, Shinto, Judaism, Christianity, and Islam—through an exploration of specific practices, texts, and communities within each religion. Our readings will be drawn from sacred texts, memoirs written by practitioners, philosophy, theology, and poetry. Our learning will be both academic (reading, discussion, research) and experiential (practicing meditation,

for example). 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. Analytical and reflective writing will connect students' learning to their own lives. **Special note to athletes who may compete in college at the Division I or Division II level:** Although this course gives credit toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits. ½ credit

**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, essays incorporating research, analytical essays, free choice essays, and a journal. Texts may include *Best American Essays* and Anne Lamott's *Bird by Bird*. **Note:** *This course is not offered every year.* ½ credit

**Fiction Writing** Consider fiction writing as your passport to new (and old) worlds. Over the course of the semester, prepare to join a community of writers committed to practicing their craft, engaging with each other about the stories they read and write, and participating in spirited workshops that allow us the opportunity to grow as writers, readers, and thinkers. Authors we will read might include Raymond Carver, Alice Walker, Octavia Butler, George Saunders, Tom Perrotta, Richard Harris, Sherman Alexie, Roald Dahl, ZZ Packer, and others. Be prepared to produce a range of work, from craft exercises to peer critiques to polished short stories. This is a writing- and reading-intensive class. Be prepared to engage with your peers and the written word vigorously, generously, with a sense of humor and a

willingness to explore our roles as storytellers. ½ credit

**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 videos. Our written texts are *Understanding Movies* by Louis Giannetti, and the films may include *High School* (dir. Wiseman), *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), and *Run Lola Run* (dir. Tykwer). **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. ½ credit

**Gender Studies** Guided by rich texts including Virginia Woolf's *A Room of One's Own*, Alice Walker's *The Color Purple*, Walt Whitman's *Leaves of Grass*, excerpts from *The Disability Studies Reader*, and lots of poetry, we will develop our own responses to questions such as, What is the experience of having a body, of being embodied? How does a person's body affect their experience of the world? How do the expectations of the society in which one lives affect one's experience of the world? What does it mean to be attracted to someone, and to love someone? To what extent do we have control over our own lives? How do we become whole, and free? Assignments may include personal essays, video presentations, analytical essays, and essays incorporating research. ½ credit

**Journalism** Do you like to tell stories, or talk to strangers? Are you fired up about injustices large or small? Then this new narrative journalism class could be for you. In it, we'll read some of the most beautiful true stories ever written on deadline: from news articles to opinion pieces, war stories to features, profiles of vulnerable people to reviews of great art. We'll study these stories as inspiration, and as models for our own written work – some of which we'll revise for publication in the Quaker Quill. Along the way, we'll discuss what makes narrative nonfiction come alive, explore digital media, and watch a number of movies and documentaries. We'll ground all of this in the history of print journalism, from the role of the free press in shaping this country, to the powerful role investigative reporting is playing in combating "fake news" today. **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 fully vetted this course and thus it does not currently count towards required high school credits ½ credit

**Philosophy and Literature** This course will explore links between moral philosophy and literature. Students will consider the ways that literature and philosophy grapple with ethical dilemmas, competing ideas about morality, and the rights and desires of individuals and the group. Alternating between literature (poems, short stories, a novella and a play) and selections from philosophical essays and Michael Sandel's book *Justice*, we will study how philosophy and literature intersect and differ in their approach to ethical concerns. ½ credit

**Practicing Poetry** In this course, students will take a deep dive into the world of poetry, as readers and as writers. Imagine a bathysphere, except, instead of an ocean, we'll be submerged together in the vast sea of poetry. We will read, write, and discuss poetry in a wide variety of forms and voices, and in doing so learn some of the basics of the poetic craft, as well as deepen our ability to close-read. Students will, among

other assignments, create and write an introduction to an anthology of their favorite poems, and produce a portfolio of their own work. Texts will likely include: *The Anthologist*, Nicholson Baker; *The Making of a Poem: A Norton Anthology of Poetic Forms*, Eavan Boland, Mark Strand (editors). ½ credit

**Seminar: Social Justice** Social Justice Seminar will build on student learning in the popular "Peace, Nonviolence, and Social Justice" class currently offered to Upper School Juniors and Seniors. With a strong foundation in the history of social justice movements using nonviolent methods, students will both broaden and deepen their knowledge of the many ways in which individuals and organizations work nonviolently for social change. Readings and other learning experiences (site visits, meetings with individuals working for social justice, etc.) will be driven by student interest, but will emphasize how the economy, the arts, government (legislative and political processes), and non-governmental organizations can be leveraged in our work for social justice. Learning will also be driven by students' individual social justice work: students will be supported in the design and implementation of a semester-long project that will allow them to become deeply involved in creating and sustaining work for social justice in an area of their choosing. The community of social justice seminarians will support, encourage, and learn from one another in this individual work. Ideally, seniors in the course will design their Senior Work Project as a continuation of their social justice project. **Prerequisite:** Peace, Non-Violence, and Social Justice and permission of the instructor. **Note:** *This course is not offered every year.* ½ credit

**The Short Story** Despite their limited length, short stories tackle big literary and cultural questions. They ask readers to think about how literary form (narration, dialogue, plot arc, etc....) changes if the text is short, and what kind of stories work best to record reality, convey ideas, or promote social change. We begin with nineteenth-century authors such as Nathaniel Hawthorne and Herman Melville who write conventional stories and then we'll compare their works

with the stories of later authors by authors including Flannery O'Connor, Franz Kafka, Toni Cade Bambara. We'll also study stories by contemporary authors who intentionally break the rules of traditional storytelling. Expect many short response papers that prepare you for longer analytical essays about form and content. *½ credit*

**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 *Brave New World*, *Fahrenheit 451*, *R.U.R.*, *1984*, stories by Gibson, 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. *½ credit*

**Theater of Revolt** The class takes its name from Robert Brustein's book written in the 60s which made the point that the modern theater since Ibsen in the late nineteenth century has been a dynamic engine of social change. We start with Ibsen's *Doll's House*, *Ghosts*, and *Enemy of the People* and morph into more modern but equally revolutionary works like *Bald Soprano*, *Heidi Chronicles*, and *Take Me Out*. Sandwiched in between are works by Durang, Brecht, and Chekhov. Opportunities invariably present themselves for student matinees when we get into the

community and see a thematically related play at a local theater. Further taking advantage of the burgeoning Baltimore theater scene, every student will pair up with another member of the class to see and report to the class about a local production with revolutionary implications. Expect a fair amount of writing, and the opportunity to listen to and reflect on the course's musical theme song: "Crystal Blue Persuasion" by Tommy James and the Shondells. **Note: This course is not offered every year.** *½ credit*

**Writing for Podcasts and Radio** Podcast junkies, NPR nerds, tinkerers, and talkers, this new course needs your voices. In it, you'll start learning to tell stories with sound, practice recording and interviewing, write and revise scripts, edit and mix sound, think critically about the media you consume, and contextualize all of that in the history of radio. Homework will mostly be listening to great podcasts like *This American Life*, *Historically Black*, *StoryCorps*, *Ear Hustle*, *Radiolab*, and *The Truth*. You'll also make something of your own each week, building to a final project of your choosing. As you do, you'll learn the gear and software you'll need to make your own first podcast. **Special note to athletes who may compete in college at the Division I or Division II level:** Although this course gives credit toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits. *½ credit*

## Languages

The Language Department at Friends School of Baltimore strives to instill in its students a passion and curiosity for becoming more deeply interconnected with cultures spanning the globe. Our Language students develop linguistic proficiency, become well versed in cultural comparisons and may travel abroad where they can immerse themselves in the language and culture on school-organized trips to Francophone and Spanish-speaking destinations, Russia, and/or places of Roman significance such as Italy and Tunisia.

Modern Language students will be able to handle a variety of communicative tasks, including conversations on topics related to school, home, family and leisure activities. They can also speak about topics related to employment, current events, and matters of public and community interest. Emphasis at the lower levels is placed on developing competency in the fulfillment of everyday tasks in the culture where the language is spoken, including but not limited to requests one can make in a bank, restaurant and stores. Upon completion of the level V, students will be able to express and support opinions on a variety of intellectual topics. On-line resources, media reports, podcasts, literature, and films in the target language offer enrichment where the student visualizes and hears the language and grows to understand culture in authentic contexts.

## French

**French I** French 1 is a beginning language course which introduces students to the French language and Francophone cultures, and which builds the skills necessary to learn a new language. Students learn to navigate everyday activities and conversation topics for typical French-speaking teenagers: friends, family, school, sports, food, holidays, clothing, personal grooming, home, neighborhoods, weather and leisure. Students are also introduced to important French and Francophone cultural icons, geography, history and famous people. Emphasis is on the practical applications of language, such as inviting a friend to the movies, or reading a menu in a café. Students also write short descriptions, emails, letters, surveys, and postcards. Use of technology allows students to complete many speaking and listening assignments in class and outside of class. For example, students will make a cooking video and share it with the class. This course teaches students to use present, past and simple future tenses to talk about themselves and their world.

A major focus is vocabulary acquisition. 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, conduct surveys, and role play. The electronic textbook *T'es branché?* Level 1 is supplemented with online listening activities, infographics, podcasts, advertisements, maps, games, films, and projects. *1 credit*

**French II** French II is designed to develop and advance the student's language skills in speaking, listening comprehension, reading, and writing, and consequently the class is conducted almost entirely in French. There is an emphasis on refining students' pronunciation and intonation, and instruction is given on unraveling the sometimes tricky and complex rules of syntax and grammar. The French II curriculum concentrates on augmenting students' comprehension, increasing vocabulary and application of grammar so that students can describe their daily lives in the past, present and future. French II students also learn about several Francophone countries in Africa as well as typical French culture, culminating in a written project focusing on specific tourist sites in Paris. Emphasis is placed on learning to edit one's work for proper choice of vocabulary and working towards mastery of essential grammar points such as choice of verb tenses, noun/adjective agreements, pronouns and their placement in sentences and much more. Level II is supplemented with numerous online listening activities and videos, interactive games, films and projects. Throughout the year, students enjoy watching a video series that accompanies our virtual text and workbook, *T'es Branché 2*. Finally, students enjoy preparing and sampling French foods and are introduced to reading literature in French in the form of poems, short stories and articles. *1 credit*

**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 in order to cultivate students' interpersonal, interpretive and presentational communication skills. The course includes challenging exercises in grammar, vocabulary, as well as podcasts, movies, and readings appropriate for this level. The goal of the course is for students to be able to describe, give advice, make predictions,

start to circumlocute, tell a story in the past time frame, and make hypotheses in French—in short, to move from the concrete “me” world of communication towards the more abstract and philosophical. Students read the classic *Le Petit Prince* by Antoine de Saint-Exupery for both literal and symbolic meanings, providing the basis for more analytical discussion and cultural comparison. In the fall, students will study neoclassical, romantic and impressionist visual art, followed by the opportunity to research and present on a work of art during a field trip to view the Cone Collection at the Baltimore Museum of Art. In the spring, students will make connections with their history classes as they explore the impact of French colonization in Africa and the Caribbean through Négritude poetry, and relevant film and music. Successful completion of this course satisfies the Language requirement for graduation. 11th and 12th grade students in French III can participate in Friends School’s language and homestay trip in France, offered on even years. *1 credit*

**French IV** Identity, mystery, love, death and beyond—French IV students explore it all and do so in French. They continue to enrich their vocabulary in contexts as varied as Georges Simenon’s classic detective story “Le Pavillon de la Croix-Rousse”, rites of passage, and the film *Ma Vie en Rose*, which explores issues of gender identity and expression. After creating a digital telling of a fable by Jean de la Fontaine, students interpret and perform traditional folktales from Francophone Africa as the culmination of their first semester of study. Students strengthen their reading comprehension and discussion skills with Jean-Paul Sartre’s existential novel *Les Jeux sont faits*. The study and practice of grammar topics, including all verb tenses and expanded uses of the subjunctive, provide students with the skills to express themselves in more sophisticated ways while maintaining accuracy and awareness of the appropriate level of formality. Students demonstrate these skills in a variety of ways, including informal conversations, live and recorded presentations, videos and writing. Students in French IV and V are eligible for participation in Friends School’s language and homestay trip in France, offered on even years. *1 credit*

**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 is 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, 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 novel will be woven throughout the course. Throughout the year, the four skills of listening, speaking, reading and writing will be exercised, and students will work to improve their interpretive, interpersonal and presentational abilities. Students in French IV and V are eligible for participation in Friends School’s language and homestay trip in France, offered on even years. *1 credit*

Latin

Latin students study grammar, syntax and vocabulary with the ultimate goal being to read and interpret authentic materials from the ancient world, including literature, graffiti, and inscriptions. Students study ancient daily life activities, education, politics, history, philosophy, and religious practices in order to understand not only the culture of ancient peoples, but also to understand the origins of, and to make comparisons with contemporary cultural elements. Students enhance and reinforce their knowledge of other disciplines, such as science, history, politics and the arts, through the study of Latin. Students also use

the elements of Latin to increase their knowledge of English language structure and vocabulary.

**Latin I** In Latin I students learn Latin through practice in reading it. The course also develops students' understanding of the social and political history of the Romans through carefully graded readings. By year's end students will have learned the nominative, genitive, dative, accusative and ablative cases of first three declensions. They will study the present, imperfect, and perfect indicative tenses of the four verb conjugations, as well as the imperative mood. Students will become familiar with life in Pompeii and in Roman Britain. Class time will also be devoted to the study of English derivatives. Students will take an active role in the class, researching topics of their choice, and presenting mini-seminar reports to their peers. The texts include all of *The Cambridge Latin Course*, Unit I, the beginning chapters of Unit II, and the ancillary online study aids. *1 credit*

**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 learned all five declensions and the four verb conjugations in the indicative and imperative moods. Students will study 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 will take an active role in the class, researching topics of their choice, and presenting mini-seminar reports. The texts include all of the *Cambridge Latin Course*, Unit II, the beginning chapters of Unit III, and the ancillary online study aids. Successful completion of this course satisfies the Language requirement for graduation. *1 credit*

**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

will encounter more complex linguistic structures, most particularly the subjunctive mood. By year's end students will have encountered (1) all five declensions, (2) the four verb conjugations in the indicative, imperative, and subjunctive moods, (3) participles and periphrastic constructions, and (5) the major subjunctive sentence constructions. Stories will focus on Roman politics and provincial administration as well as life in the capital under the emperor Domitian. Cultural topics will 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 unadulterated Roman literature. Class time will also be devoted to the study of English derivatives. Students will take an active role in the class, researching topics of their choice, participating in debates and presenting to their peers. The texts include all of the *Cambridge Latin Course*, Unit III, the first chapters of Unit IV, and the ancillary online study aids. *1 credit*

**Latin IV Poetry** In Latin III/ IV Poetry students read unadulterated texts by Roman authors. The literature read is challenging, both linguistically and intellectually. The course explores the works of the great ones: Catullus, Horace, Ovid, and Virgil. Students learn to recognize and appreciate poetic devices and to read and create poems in meter. If time permits students will explore the world of Roman Comedy, determining the basic elements of comedy, and trying to define comedy. Students also will learn about the translation of ancient comedy to the modern stage. In addition to reading, translating, and analyzing the texts, students will compose original pieces modeled upon the works read and they will experience modern works which have been informed by these ancient masterpieces. Latin III/IV Prose is a required prerequisite for students wishing to take Latin IV Poetry. Exceptions can be made in special circumstances. *1 credit*

**Latin III/IV Prose** In Latin Prose the students hone their translation skills and firm up their knowledge of Latin grammar and syntax through the vehicle of inscriptions and graffiti. Our text, *By Roman Hands*, introduces the inscriptions in a graduated manner, affording students a perfect medium to review the cases, participial constructions and tenses. Moreover, each graffiti, epitaph, or dedication offers a unique glimpse into the lives of the Romans, both the great and the humble, and has great social, political and historical value. The first semester culminates in a mini-seminar where each student will become an “expert” on a particular inscription and teach it to the class. In the second semester, students may read selections from the Vulgate, the histories of Tacitus and Livy, as well selections from the works of Cicero, Pliny, and other prose writers. Students will 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. In addition to reading, translating, and analyzing the texts, students will compose original pieces modeled upon the works read and they will experience modern works which have been informed by the ancient works. *1 credit*

## Russian

**Russian II** is the continuation of the Middle School elementary Russian course. We will review the Middle School curriculum and then continue work with the online public access text *Между нами*. The text situates the study of grammar structures and vocabulary within a communicative framework and a rich, contemporary cultural setting. The textbook provides a window into the lives of four American students studying in four different cities in Russia and their stories draw students into daily life encounters in Russia. As students see how these American students navigate daily life with Russians, students view and reflect on culture, mimic the characters’ dialogues, and use these dialogues as a base to practice the application of grammar concepts and thematic vocabulary. They also begin to “create with the language” by applying language struc-

tures and personally-relevant lexicon to communicate personal information. In working with mini-dialogues, students learn to employ pronunciation and intonation patterns which would be understood by native speakers. By the end of the year, all students can expect to have reached a Novice High level of proficiency (as described by the American Council of Teachers of Foreign Language). In addition to work in the text, students are encouraged to participate in two national contests sponsored by the American Councils of Teachers of Russian: the National Russian Essay Contest and the Olympiada of Spoken Russian. *1 credit*

**Russian III** is an intermediate-level Russian course. As students continue to work in the text, *Междунами*, they continue to follow the intrigues of the four American students as they navigate daily life in Russia – in apartments and dorms with friends and family, in the city on public transportation, in malls and restaurants, and at the university. The text situates the study of grammar structures and vocabulary within a rich and engaging contemporary cultural setting and a communicative framework that builds the ability to speak, understand, read and write in Russian in simulations of real-life situations. Students become increasingly adept at “creating with the language” by applying language structures and personally-relevant lexicon to communicate detailed personal information and to pose and answer an ever-expanding variety of questions in new settings. In addition to work in the text, during the third quarter, students prepare for the Olympiada of Spoken Russian. As part of this work, students learn to orally describe in detail their immediate world and interests (their family, school, home, neighborhood, hometown, country, and hobbies), as well as to answer from memory questions in Russian on a great variety of cultural topics that they have read about (Moscow, St. Petersburg, Russian art, music, literature and history). This serves to build both a core of generic vocabulary on cultural topics and cultural competence by learning the canonical high culture knowledge shared by native speakers of Russian. Developing structural competence while learning to describe and narrate in some detail is a major

focus of level 3. By the end of the year, all students can expect to have reached an Intermediate Low level of proficiency (as described by the American Council of Teachers of Foreign Language). Students who stretch themselves may reach an “intermediate-mid” level in spoken Russian. *1 credit*

**Russian IV** is an intermediate-level Russian course. As students continue to work in the text, *Между нами*, they continue to follow the intrigues of the four American students as they navigate daily life in four different cities in Russia. The text situates the study of grammar structures and vocabulary within a rich and engaging contemporary cultural setting and a communicative framework that builds the ability to speak, understand, read and write in Russian in simulations of real-life situations. In addition to work in the text, during the third quarter, students prepare for the Maryland Olympiada of Spoken Russian for which students describe in significant detail their immediate world and interests (their family and family traditions, school life and future career plans, the role of sports, music and art in their life, and their opinions on American values and culture), as well as a great variety of Russian cultural topics about which they have read (Moscow, St. Petersburg, Russian art, music, literature and history). Vocabulary acquisition is a major focus of level 4, as the ability to describe, explain, and narrate in significant detail becomes our year-long focus. By the end of the year, students can expect to have reached an “intermediate-mid” level of oral proficiency (as described by the American Council of Teachers of Foreign Language). Students are encouraged to participate on the spring break homestay/study trip to St. Petersburg (Russia) on even years. *1 credit*

**Russian V** is an advanced intermediate-level Russian course. Students will conclude their work in the text, *Stage One: Live from Russia! Volume 2*, as they continue to follow the intrigues of Kevin, the American photographer, and his Russian friends as they navigate daily life in and around Moscow. It is within the context of this video storyline, that special attention is directed to building fluency in the use of the narrative

mode (telling stories) in all major time frames and the expression of cultural comparisons. Student narration skills become more sophisticated as students focus on utilizing a greater variety of syntactical structures, more compound and complex sentence structure, subordinate phrases, verbal adjectives and adverbs, all while integrating verbs of motion, and connectors to develop fluid paragraph-length discourse. Elaboration is our catch phrase of the year, as students are challenged to explain, describe, narrate, and share opinions and reflections on characters, actions, and culture in great detail. In addition to work supported by our textbook, students are exposed to more sophisticated authentic sources through project-based work: they view and discuss films; present independent internet research on topics of interest; and summarize individually selected articles from the press. By the end of the year, all students can expect to have reached an “intermediate-mid” level of oral proficiency, and students who stretch themselves often cross over the threshold into advanced levels of proficiency (as described by the American Council of Teachers of Foreign Language). Students are encouraged to participate on the spring break homestay/study trip to St. Petersburg (Russia) on even years. *1 credit*

**Advanced Russian: Contemporary Russian Culture** Designed for students at the Advanced threshold, this content-based course in Russian takes a multi-disciplinary approach to building skills of critical inquiry. A broad cross-section of prominent “faces” of contemporary Russian culture - journalists, actors, musicians, film directors, popular writers, TV personalities, politicians, and millennial bloggers – introduce students to probing cultural questions circulating in contemporary Russian society, such as: Should a government sponsor its nation’s artistic production? What is Generation Z and what role does it play in today’s society? How is the role of music in society shaped by political and social forces? By engaging with a variety of authentic sources, including both the cultural products of leading cultural figures and interviews with them, as well as the writings of Russian scholars and cultural critics, students build the language skills needed to engage in critical cultural inquiry in both oral and written Russian. This course demands the ability to work through challenging material independently on a daily basis in preparation for large presentational products. Prerequisite: Successful completion of Russian 5 and teacher recommendation. *1 credit*

## Spanish

**Spanish I** Spanish I is designed to teach novice intercultural and communicative skills to beginning students with little or no experience in Spanish. Students develop proficiency in listening, speaking, reading and writing in the target language, with an emphasis on developing proper intonation and pronunciation. The course presents meaningful vocabulary which relates to the students' daily lives. Students learn to communicate effectively about topics familiar to them, such as their family, friends, neighborhood, personal interests, and school life. Students in Spanish I focus on mastering the present and the immediate future verb tenses.

They also learn to report on a series of isolated events in the past, using the preterit. The virtual textbook *Senderos I* is accompanied by online Supersite exercises, designed to reinforce instruction through practical written and listening exercises, as well as animated video tutorials and cultural

videos. Additional films and online learning videos are used to expose and reinforce language skills and highlight cultural comparisons between the United States and the Spanish-speaking world. This course should inspire students to begin using their Spanish in meaningful ways, in class and on the streets of Baltimore. *1 credit*

**Spanish II** Spanish II is a novice-high course that builds on the listening, speaking, reading and writing skills acquired in Spanish I. The class is conducted almost entirely in the target language. The major emphasis in Spanish II is placed on developing interpersonal speaking skills in the past, present and immediate future and using communicative strategies such as rephrasing and circumlocution. Spanish II students use the virtual text *Senderos* as well as the supersite exercises to reinforce what is taught in class. Students learn to master time expressions when they speak about their daily routine and personal hygiene. They learn to describe food in great detail as well as meals and personal relationships. They are challenged to compare and contrast celebrations in the U.S. with those of the Spanish-speaking world. They can describe how they feel physically as well as speak and write about health and medical conditions, technology and electronics. Finally, Spanish II students learn how to give informal instructions and commands. Students become comfortable writing paragraph-length reflections with cohesive devices in the past, present and future. *1 credit*

**Spanish IIIa** is an intermediate-low language course that is specifically tailored for students who have completed multiple years of Spanish study. The class is conducted in Spanish and uses the text *Senderos*, which focuses on further developing interpersonal, interpretive and presentational communicative skills and builds on content from levels I and II. Spanish IIIa students participate in spontaneous interpersonal dialogues and formal presentations on topics relating to the environment, health, nutrition, professions, the arts, and current events. They learn how to give advice and express concern. They are tasked with speaking and writing about some predictable topics

necessary for survival in Spain or another Spanish-speaking country in Latin America. Finally, Spanish IIIa students participate in discussions and present increasingly more complex ideas as the year progresses. Spanish IIIa students continue to develop proficiency and enhance their communicative skills as they speak, write, read and listen to Spanish in the three major time frames. Emphasis at this level is on the ability to retell and narrate using both past tense time frames: the imperfect and the preterit. The virtual text, *Senderos*, is used throughout the course and students use the accompanying online Supersite activities to reinforce class instruction. *1 credit.*

**Spanish IIIb** Spanish IIIb builds on skills and content taught in IIIa. It is an intermediate-mid level course which builds on the listening, speaking, reading and writing skills acquired in Spanish I and II. The class is conducted entirely in Spanish in order to develop students' interpersonal, interpretive and presentational communicative skills. The course tasks students to develop their communicative skills to become more knowledgeable about the Spanish-speaking world and language. A selection of short video clips, films, and readings accompany the text. Students learn to give advice, make recommendations, make predictions, write emails expressing a concern and requesting a solution, and become more proficient at narrating a detailed story in multiple time frames with cohesive devices. Many of the readings address physical, racial, economic, and ethnic diversity of Spanish-speaking cultures. Cross-cultural understanding continues through the discussion of themes such as immigration. In short, the essence of the course is to move from the concrete to more abstract thinking. Students demonstrate these skills writing emails, blogs and descriptive essays. In the spring the students will complete a unit on Art from Spain and Latin America. They will research a particular painter and present the work to their Spanish class as if they were art curators. The virtual text, *Senderos*, is used throughout the course and students use the accompanying online Supersite activities to reinforce class instruction. *1 credit.*

**Spanish IV** The focus of level IV is to prepare students to use Spanish in realistic, contemporary real-life situations. Selected units in the text *Temas* provide students with provocative themes for class discussion and activities. Students experience authentic language and culture through engaging and controversial multimedia materials from all over the Spanish-speaking world. Activities are designed to help students understand challenging language and to communicate using a rich and varied vocabulary, and they learn how to present and defend their own viewpoints on controversial themes such as border security, euthanasia, vaccination, the death penalty, and healthcare for all. In addressing essential questions in each of these topics, students demonstrate an understanding of other cultures, make comparisons between cultures, and incorporate interdisciplinary topics. For example: what differences do you observe between Hispanic and US healthcare systems? In the spring, students strengthen their interpretative and discussion skills with the reading and watching of *La lengua de las Mariposas*, a coming of age story about life in Spain in the years prior to the civil war. They study and use advanced grammar concepts which provide students with the skills necessary to express themselves in more sophisticated ways while maintaining accuracy and awareness of the appropriate level of formality. Students demonstrate these skills in a variety of ways, including analytical essays, emails and journal reflections, informal conversations, live and recorded presentations. Students in Spanish IV and V are eligible to participate in Friends School's language and homestay trip in Spain offered on odd years. *1 credit*

**Spanish V** What drives people to leave their homeland to emigrate to another? What factors facilitate a smooth transition into the new country or make the newcomer feel alienated or unwelcomed? What migration patterns do we see in the US, Latin America, and other countries around the world? These are a few of the essential questions we deliberate in Spanish V, an advanced level language course in which students continue to refine their proficiency in reading, speaking, writing, and listening. *Temas*, the Spanish text started in Spanish IV, continues to offer structure

to the course. Other resources may include weekly discussions on current events. By the end of the year, Spanish V students will be able to understand and communicate both abstract and complex ideas. Grammar practice provides students with the foundation needed for developing effective communication and critical thinking skills. Hispanic films and documentaries become springboards for class discussions 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. Assessments may include essays, interpretive readings, grammar (achievement) review, and an array of collaborative and individual projects. During the course of the year, students interpret and discuss Spanish and Latin American short stories, current events, and popular culture and essays by well-known Hispanic authors. Students view news and current events on newscasts from the Telediario from Spain's RTVE (radio televisión española) channel, and learn to identify the topics, main ideas and details of this authentic newscast. Students in Spanish IV and V are eligible to participate in Friends School's language and homestay trip to Spain given on odd years. *1 credit*

## 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:

- 9<sup>th</sup> grade: History of Great Civilizations
- 10<sup>th</sup> grade: History of the Modern World
- 11<sup>th</sup> grade: The United States and the World
- 12<sup>th</sup> 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 through AD/CE 1500 and challenges students to understand early societies on their own terms. The course starts with Egypt, then covers Greece, Rome, Islam, Mesoamerica, Africa, India, China and Japan. Students must also complete a research project and gather information from several sources, including some online material. *1 credit*

**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 building blocks 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 globalization. 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. Using a variety of sources, the course emphasizes the cultivation of research and analytical writing skills. *1 credit*

**History of the Modern World: Inquiry and Project-Based** While the curriculum is the same as in the regular History of the Modern World course, the pedagogical approach is different. In this section, we will tackle each unit as a project-based endeavor, where inquiry is at the core. We will begin with the essential question that defines the unit, and we will end with a project that addresses that question but may well go beyond it. Along the way, we will identify and work to an-

swer sub-questions under each main question. Instead of units that focus on topics, units will be centered around questions. *1 credit*

### **11th Grade: The United States and the**

**World** This course takes a thematic approach to US history, emphasizing key questions and issues in our nation’s history that span across time. Thematic units include Civics and Government, Immigration and Migration, Economic History, Foreign Policy, and Social Movements. Global perspectives will be integrated where appropriate. Students will complete an in-depth independent research paper and throughout the course will practice critical thinking, collaborative learning, argument construction, and evidence analysis. We strive to create a community of learners where students share their expertise and their ideas with one another, even when focusing on independent work. The broader aim of the course is to help students refine academic skills needed for college. *1 credit*

## **Twelfth Grade: History Electives—First Semester**

**American Government** This elective explores American government, politics and civics. Students will gain a firm understanding of the functions of government at the local, state and federal levels, as well as historical information about political parties, movements and contests. Students will wrestle with the challenge of civics and the relationship between individual citizens, communities and the government. This course will take a project-based approach. *Note: This course is not offered every year. ½ credit*

**Big History** This course will follow the curriculum of the Big History Project, which is a course developed to teach the history of the world, from the Big Bang up to the current day, a total of 13.7 billion years. It divides history into eight periods of time marked by thresholds where the world increases in complexity. It is a multidisciplinary approach created by historian David Christian that examines the development of the world from the creation of the universe through the development

of our solar system and earth, the beginning of life on earth, the human experience, and finally the future. It traces the increasing complexity of the world over time. **(Not offered in 2021-22)** *½ credit*

**Global Art History** explores fundamental questions about the purpose and function of art as a human endeavor. Students will learn how to look carefully and critically at works of art across media (e.g. painting, print, sculpture, pottery) and across cultures and times. We’ll explore the ancient and premodern world from the beautiful cave painting of Neolithic Europe and Australia to the classical expression of Greece and Rome to the meditative landscape painting of dynastic China to the intersection of spirituality and art in West Africa and the soaring cathedrals of medieval Europe. We’ll explore why and how certain forms and styles of expression emerged in different cultures and time periods. Students will understand the impact of patronage, trade, and discovery on the evolution of artistic creation. We’ll study how artistic expression evolved in the modern world, considering such influences as scientific innovation, religion, economics, and politics. We’ll explore modern and contemporary art across cultures and geographies, considering how art reflects historic traditions while evolving new forms and styles of expression. Throughout the course, visits to the Walters Art Museum and the Baltimore Museum of Art will allow students to have direct encounter with works of art we are studying. Students will learn how to give a gallery talk and will create an exhibit of their own design. *½ credit*

**History Seminar: Research Methods** Students will co-create the curriculum for this course, including deciding the balance of collaborative, shared, and individual work. The goal will be for students to pursue their historical interests while sharpening their research skills. Students will use a variety of methods to learn and share, including books, scholarly articles, and online databases, but also area experts, media and social media. Students will gain experience with collaboration, consensus building and compromise, along with research, writing and presenting. There will be a community education component, where students will share their findings. Note: This course is not offered every year (Not offered in 2021-22). *½ credit*

**African-American History** This elective focuses on the African-American experience in the United States, beginning with the inclusion of African-Americans into the body politic through the post-Civil War constitutional amendments. Students will use primary documents, monographs and documentaries to examine the prominent political, economic, legal and cultural events and themes that have shaped the African-American experience. *½ credit*

**Introduction to American Indian History** This elective examines the history of the indigenous people of North America from migration to the present day, with emphasis on the United States from 1890 to now. Case studies may include Iroquois, Cherokee, Sioux, and Comanche, and student-guided research will feature prominently. This course will combine investigation into the political, social and economic issues and crises of American Indians with appreciation for the triumphs, resiliency and longevity of this diverse group of people and cultures. *½ credit*

**Artifactual History** Doing Social History, a partnership with Philip J. Merrill, CEO of Nanny Jack & Co. - This course would be in collaboration with Philip J. Merrill (Class of '81) who is the founder and CEO of Nanny Jack & Co, LLC, an African American heritage consultant company with an unprecedentedly large African American artifact collection. We would begin this course by

learning the why, what, and how to uncover history by going on an artifactual journey with Philip. We would use his book as a text to understand not only more about the history of Old West Baltimore but also the process of gathering, identifying and building the context for artifacts. Once we learn about this type of history, we will move into the project-based portion of the course. The goal will be to understand artifactual history as a way to learn social history. In this case, there will be an emphasis on African American history, as we work with Phil and his materials, including his book. *½ credit*

**International Conflict and Resolution** This course will give students a framework for learning and analyzing conflict, particularly conflict within and between states, and students will practice applying this framework to different twentieth century and twenty-first century conflicts. We will study the modern origins of managing and resolving conflicts that came out of WWII such as the United Nations and the Nuremberg Trials and see how international institutions continue to play a role in creating and maintaining peace. Students will also learn about non-governmental organizations and the roles they play in international development, crisis and conflict management and resolution. *½ credit*

**Introduction to Archival Work; A Collaboration with Towson University and Loyola University** In this class, students will assist archivist and professors at Towson and Loyola to process their primary source collections. The purpose of the class is to assist the archivist at Towson to prepare their War World II collection for use by researchers and scholars and also to assist an English professor at Loyola research a women's literary club in Baltimore city from 1880 - 1920. Friends School students will work closely with Loyola students on this work to help publish a scholarly work. In addition, the students will take what they have learned at Towson and Loyola to teach lower school students at Friends about proper use of primary sources. This class will be highly collaborative and students will be graded based mostly on their ability to work productively with each other and the professionals at Towson and Loyola in a

**thoughtful and engaging fashion. Note: This course is not offered every year. ½ credit**

**Music History: Live From Baltimore** is a Music History course that includes traditional style periods, as well as other modern genres. The course of study will be determined by repertoire being performed locally in four to five concerts over the period of the semester, which the class will attend together. This music and its composers will serve as the unifying factors for our study. In addition to a study of the music, students will make connections across disciplines, seeking to understand how the music (and its composers) reflects and impacted the times in which it was written. *(11th and 12th grades only)* ½ credit

**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; research 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 collective service learning project of their own design through which they will apply and evaluate some of the methodologies of Gandhi, King, and Hanh. **Note: This course is not offered every year.** ½ credit

**Topics in Psychology** Psychology has been defined in one source as “the scientific study of the human mind and its functions, especially those affecting behavior in a given context”. {Dictionary.com} This course will explore some of the fundamental aspects of General Psychology (major figures, key perspectives, research methods, consciousness, motivation, personality, and developmental stages) along with an introduction to selected branches of Psychology, such

as Social (including topics such as persuasion, attraction, aggression) and Educational (including topics such as memory, learning, and intelligence), along with Psychological Disorders. Students will discuss various psychological phenomena and apply course concepts to their own (and others’) life experiences. Every student will pursue individual research on a topic of his or her choice to be presented as a final project. The goal is to give students a brief introduction to and overview of a discipline that is such a key part of our daily existence and one that they could encounter in a college curriculum. ½ credit

**Unbreakable Baltimore: A History of Our City** To what extent is the history of Baltimore characterized by resilience and recovery? How have Baltimoreans grappled with seemingly insurmountable challenges over the past three hundred years? How can Baltimore's youth—like you—best learn from our shared history as they develop into the next generation of leaders and decision-makers? This course is designed for students to critically investigate key turning points in Baltimore's history, when residents had to solve challenging problems and be resilient in the face of adversity. We will explore Baltimore's history through case studies such as Abolition and Emancipation, Wartime Baltimore, The Great Baltimore Fire, Environmental Crises, School Desegregation, Freddie Gray and the Baltimore Uprising. In addition to learning core content and skills through thematic case studies and corresponding activities, students will engage in an ongoing multimedia project with real-world impact. As much as possible, Baltimore will serve as our classroom. Students should expect to partake in regular off-campus experiences in and around Baltimore City. We will learn from guest speakers, interview Baltimore residents, visit historic sites, and step out of our comfort zones. As a result of this approach, students will learn core knowledge of Baltimore history, refine their research, critical thinking and digital media skills, and cultivate a deeper appreciation of our shared history. ½ credit

## Twelfth Grade: History Electives—Second Semester

### **Constitutional Issues and the Supreme Court**

Who can ultimately decide what the law is? Can Congress establish a national bank, and if so, can a state tax this bank? Can an institution of higher learning use race as a factor when making admissions decisions? These are just a few of the questions the Supreme Court has grappled with throughout US history. As the final arbiter of the law, the Court is charged with ensuring the American people the promise of equal justice under law and, thereby, also functions as guardian and interpreter of the Constitution. In this course, students will dive deeper into US history by critically examining landmark Supreme Court cases that transformed our society and inform contemporary debates and legal decisions. Along the way, students will learn about the history and role of the Supreme Court, including how it functions in relation to other branches of the US government. Students will be introduced to constitutional decision-making and current issues as they engage in discussions, debates, research, and simulations of cases. Ultimately, students will walk away with a deeper understanding of the importance of the Constitution and Supreme Court in our lives. *½ credit*

**Cold War** This course will focus on the relationship between the Soviet Union and the United States in the 20th century. In addition to examining the ideological and political origins and events of the Cold War, we will also look at how the competitive and antagonistic international environment affected each of the countries domestically. Although the course will be centered on the Soviet Union and the United States, there will most likely be some consideration of how the Cold War affected the world. Students will read, write, and discuss as well as conduct research on topics of their choosing. Students will analyze primary documents as well as synthesize information into broad themes. The sources for this course will be in both written and visual form. *Note: This course is not offered every year. ½ credit*

**History of Disease** This course will look at the history of diseases from the ancient to the contemporary world. We will aim to understand how diseases have been viewed in different societies and their response to diseases. We will focus on significant epidemics throughout history such as the Black Death, Smallpox in the Americas, Cholera in London, 1917 Influenza, and AIDS. We will aim to understand the diseases' development, spread and political, socio-economic, and cultural effects. We will also try to compare and contrast different responses to these diseases over time. *½ credit*

**I Am Not Your Negro** A Brief History of Black Counter/Subculture Merriam-Webster declared “culture” as the Word of the Year in 2014 and many years later the world is still trying to grasp what exactly “culture” is, let alone what “counterculture” is. Merriam-Webster defines culture as the customary beliefs, social forms, and material traits of a racial, religious, or social group. They define counterculture as a group whose beliefs and behaviors differ from mainstream culture. This class will explore the evolution of Black American counter/subculture through a variety of case studies across many artistic mediums, from the rise of queer blues divas during Jim Crow, to the influences of Afrofuturism in films like Black Panther. The class will feature an inspiring roster of guest speakers including graphic novel artists and musicians, as well as off-campus site visits. Students will walk away with a better understanding of how community is formed, how culture has been used by Black Americans as a tool of resistance against racism, and how these countercultural movements have shaped American history and ultimately mainstream culture. *½ credit*

**An Introduction to Public Health: A Collaboration with Johns Hopkins, Morgan State and American University** This senior spring elective will expose students to the world of public health. Students will assist professors and researchers at all three of these universities with their work. The students will assist researchers at Johns Hopkins Bloomberg School of Public Health on seatbelt safety. They will help a professor and his students at Morgan State University with a Lead Free Baltimore campaign. Finally, they will assist a professor at American University on HIV research. Peace Corp volunteers in Tanzania will assist the class with their work on HIV prevention and treatment. The class will focus a great deal on collaboration and communication. No prior knowledge of public health is needed. **Note: This course is not offered every year.** *½ credit*

**Modern Middle East** The Modern Middle East elective focuses on twentieth century and contemporary politics, culture and economics in the Islam-dominated crossroads of Afro-Eurasia. Emphasis is concentrated on the region’s diversity and multifaceted sources of political identity, forcing students to transcend superficial generalizations. Our curriculum is reading, research, writing and discussion intensive and is designed to prepare students for the collegiate environment by using scholarly sources, and pursuing precision of thought and argument. In addition to collectively studying the roles of Islam, imperialism and nationalism in Middle Eastern geopolitics, students are regularly given license to select compelling contemporary research topics, trace the issues to its origins and use the issue to predict the course of the region’s future. *½ credit*

**Seminar: Social Justice** Social Justice Seminar will build on student learning in the popular “Peace, Nonviolence, and Social Justice” class currently offered to Upper School juniors and seniors. With a strong foundation in the history of social justice movements using nonviolent methods, students will both broaden and deepen their knowledge of the many ways in which individuals and organizations work nonviolently for social change. Readings and other learning experiences (site visits, meetings with individuals

working for social justice, etc.) will be driven by student interest, but will emphasize how the economy, the arts, government (legislative and political processes), and non-governmental organizations can be leveraged in our work for social justice. Learning will also be driven by students’ individual social justice work: students will be supported in the design and implementation of a semester-long project that will allow them to become deeply involved in creating and sustaining work for social justice in an area of their choosing. The community of social justice seminarians will support, encourage, and learn from one another in this individual work. Ideally, seniors in the course will design their Senior Work Project as a continuation of their social justice project. **Prerequisite:** Peace, Nonviolence, and Social Justice and permission of the instructor. **Note: This course is not offered every year.** *½ credit*

**Topics in Psychology** Psychology has been defined in one source as “the scientific study of the human mind and its functions, especially those affecting behavior in a given context”. {Dictionary.com} This course will explore some of the fundamental aspects of General Psychology (major figures, key perspectives, research methods, consciousness, motivation, personality, and developmental stages) along with an introduction to selected branches of Psychology, such as Social (including topics such as persuasion, attraction, aggression) and Educational (including topics such as memory, learning, and intelligence), along with Psychological Disorders. Students will discuss various psychological phenomena and apply course concepts to their own (and others’) life experiences. Every student will pursue individual research on a topic of his or her choice to be presented as a final project. The goal is to give students a brief introduction to and overview of a discipline that is such a key part of our daily existence and one that they could encounter in a college curriculum. *½ credit*

## Mathematics

The Friends School Mathematics Department believes that to learn mathematics is to learn to think. We create learning environments which

balance teacher-centered discussions with cooperative, student-centered learning and foster an appreciation of the beauty of mathematical thought. We strive to deepen our students' conceptual understanding and procedural fluency. We facilitate inquiry through the use of technology and through exploring models of practical applications. Friends students learn to communicate mathematically and become collaborative problem solvers on their journey toward lifelong learning.

**Algebra 1** Algebra 1 is the first course in the sequence of core mathematics courses. After a review of the real number system and fractions, topics covered will include solving linear equations, graphing linear equations and inequalities, data and functions, percent and proportions, unit conversions, properties of exponents, polynomial operations, and factoring. *1 credit*

**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. *1 credit*

**Accelerated Geometry with Algebra** This course is taken in place of Geometry and covers the same geometric topics at a faster rate and more in depth. The Algebra portion of the course completes topics from Algebra 1 and includes topics from Algebra 2, including quadratic function skills and the process of finding a regression model using technology. **Prerequisite:** Successful completion of Algebra I. *1 credit*

**Algebra 2** Algebra 2 is the course that follows Geometry and is the third and final course in the sequence of core mathematics courses. The course covers topics including systems of linear equations, quadratic functions, function operations and transformations, polynomial functions and operations, radicals, rational functions and

expressions, exponential functions, and logarithms. **Prerequisite:** Successful completion of Geometry or Accelerated Geometry with Algebra. *1 credit*

**Accelerated Algebra and Trigonometry**

Accelerated Algebra and Trigonometry follows Accelerated Geometry with Algebra in the accelerated mathematics sequence. The course covers a variety of topics from Algebra 2 and Precalculus, including Trigonometry, that are necessary to prepare students for Accelerated Calculus 1. **Prerequisite:** A final grade of at least 83 in Accelerated Geometry with Algebra or permission of the Math Department. *1 credit*

**Functions, Trigonometry, and Statistics**

Functions, Trigonometry, and Statistics will continue to build on the algebraic and problem-solving skills learned in Algebra 1 and 2. The course will focus on functions, graphs, and modeling. Students will continue their study of linear, quadratic, polynomial, rational, exponential, and logarithmic functions. Students will gain deeper understanding of trigonometric relations from Geometry, focusing on right triangle trigonometry and the Law of Sines and Cosines. Additionally, students will explore data collection, statistical applications and display, and elementary probability, as time permits. **Prerequisite:** A final grade of at least 70 in Algebra 2, or permission of the Math Department. *1 credit*

**Precalculus**

Precalculus follows Algebra 2 in the mathematics sequence and covers such topics as Algebra 2 review, rational functions, polynomial functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, and solving triangles with trigonometry. Time permitting, the course covers additional units. 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 80 in Algebra 2, including at least 75 in the second semester; or successful completion of Functions, Trigonometry, and Statistics and a recommendation from the department. *1 credit*

**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 80 in Precalculus, including at least 75 in the second semester, or permission of the Math Department. *1 credit*

**Accelerated Calculus 1** Accelerated Calculus 1 follows Accelerated Algebra and Trigonometry in the mathematics sequence. The course covers such topics in calculus as derivatives, curve sketching, applications of derivatives, the concepts of an integral, anti-differentiation 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 83 in Accelerated Algebra and Trigonometry or permission of the Department. *1 credit*

**Calculus 2** This course follows Accelerated Calculus 1 in the accelerated 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 Accelerated Calculus 1 and Calculus 2 cover most topics found on the Calculus BC exam. **Prerequisite:** A final grade of at least 83 in Accelerated Calculus 1 or permission of the Math Department. *1 credit*

## Math Electives-First Semester

**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 **Prerequisite:** Successful completion of Algebra 2 or Accelerated Algebra and Trigonometry. *½ credit*

**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 Accelerated Algebra and Trigonometry or permission of the Department. *½ credit*

### Advanced Computer Science (ACS)

Essentially a continuation of the Data Structures in Java course, this course starts with more advanced Java data structures, primarily dynamic structures - linked lists, stacks, queues, and binary trees – and their applications. The latter part of the Fall semester features an introduction to programming web pages, particularly for incorporating database-driven functionality. Probable focus languages for this section of the class will be HTML, PHP, MySQL, and JavaScript. The capstone project will be a class project to develop or extend a web site with several embedded databases. **Prerequisite:** Students must have completed a full year of Java Programming. Note: For programming or technology-oriented students, both semesters of this math elective are intended to be taken together as a whole-year experience. For art/design/social-justice – oriented students, see the second semester Technology Incubation Design Entrepreneurship (TIDE). *½ credit per semester*

**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 Accelerated Algebra and Trigonometry. *½ credit*

## Math Electives-Second Semester

**Mathematics of Finance** This course focuses on the mathematics underlying the basic concepts of finance. The three main topics are financial instruments (stocks, bonds, mutual funds), financial reporting (accounting principles), and the time value of money. The time value of money unit involves compound interest, periodic payments (annuities and installment loans), bond pricing, net present value and internal rate of return. **Prerequisite:** Successful completion of Algebra 2 or Accelerated 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 credit toward Friends School graduation, the National Collegiate Athletic Association has determined that this course does not count towards required high school credits. *½ credit*

**Advanced Topics in Computer Science and Machine Learning** has a pre-requisite of two full years of computer programming (Java Programming and Advanced Computer Science, or the equivalent). The course begins with a focus on artificial intelligence and machine learning (ML), including ML programming and software tools and ML techniques including regression analysis, neural networks, decision trees, training/testing data gathering and optimization, and applications of ML decision-making to real-world and computer simulated environments. Probable focus languages for this class will be Python and - as needed - HTML/Javascript, and Java. Students will engage in individual and small-group projects of their choice within the field of advanced

computer science, and will regularly present project progress and code. Fall and Spring semesters, *½ credit*

### 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 more advanced topics like recursion, inheritance, and the use of data structures such as files, arrays, and array lists in order to accomplish more sophisticated algorithms like modeling games, running simulations, and solving mazes. Although not strictly an AP course, this class serves well as preparation for the AP test in Computer Science A. **Prerequisite:** a grade of at least 75 in Introduction to Programming or the permission of the Math Department. *½ credit*

**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 Math Department. *½ credit*

**Technology Incubation Design Entrepreneurship (TIDE)** This Spring semester course involves two major strands for each student: one individual, and one collaborating as a cohort in a team that will be paired with a local non-profit organization to design and create a web application that will make a difference in that organization’s work. Teams will include students with several areas of focus/expertise: social justice, design, art/graphics, and programming. This aspect of the course uses a start-up type entrepreneurial approach in a digital-maker setting, and in it, we ask and hopefully answer the question: “How can technology be designed and used to make a positive difference in Baltimore?” Additionally, a second strand is that each student will have a personal area of work/study, which may be a design, research, independent study, or maker project, in a self-learning area of the student’s choosing. Prerequisite: To enroll in this course, students need the permission of the instructor, with the prerequisite being some significant experience or expertise with either graphics/design, social justice, or web content creation, or the successful completion of the Advanced Computer Science course. *½ credit*

## Performing Arts Offerings

### MUSIC

Music is valued as a co-curricular part of education at Friends School. Ensembles and classes are scheduled as part of the regular school 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. 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 20-30 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. Students 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). The orchestra performs in several major concerts each year and emphasizes flexible musicianship across many genres and time periods. (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 History: Live From Baltimore** is a Music History course that includes traditional style periods, as well as other modern genres. The course of study will be determined by repertoire being performed locally in four to five concerts over the period of the semester, which the class will attend together. This music and its composers will serve as the unifying factors for our study. In addition to a study of the music, students will make connections across disciplines, seeking to understand how the music (and its composers) reflected and impacted the times in which it was written. ( Fall semester only = 1/2 credit -- 11th and 12th grades only)

**Music Theory/Ear Training I** is a prerequisite for **Music Theory/Ear Training II**. Both 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 begin 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)

**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 a layer-based digital music editor (Garage Band). They will study audio special effects and compose/arrange a speech remix. During the second half a more sophisticated digital editor (Logic, Reason and/or Protools) and the media lab will be featured, as students make radio ads and dramas, and songs from both electronic sources and the live recording of instruments and voice. This course is a one-semester course, has no prerequisite, and is open to grades 9 – 12. It may be taken a second time, as a level two student, with the instructor's permission. **Note: This course is not offered every year. 1 semester = 1/2 credit**

**Optional Student Groups** There are a number of student-run groups that rehearse outside of the school day. These will differ from year to year depending on student interests. Two consistent groups are the a capella vocal ensembles, one all-men, known as the Quaketones, and one all-women, the Pleiades, consisting of 6 to 12 singers each, perform “lighter” repertoire, with an emphasis on popular music. Another standard group is the Chamber Club which consists of high level instrumental players interested in traditional “classical” chamber repertoire. Since the groups are student-led, auditions are announced and run by the students themselves. See members of these groups for further information.

## Dance and Theater

**Studio Dance 1** This course is for beginner to advanced beginner level dancers. It will heavily focus on developing and strengthening foundational technique in several styles of dance. An understanding of how basic technical elements cross over many genres of dance will be gained. The history of the covered dance genres and dance composition elements will also be touched on. This creative and active class will conclude with an end-of-year performance. Studio Dance 1 is open to all upper school students. This course can fulfill either a Physical Education “Plus Two” or a Fine Arts elective credit. *½ credit*

**Studio Dance 2/3** This course is for intermediate to advanced level dancers who have a sound understanding of alignment, vocabulary, and core strength. It may be broken into two separate levels depending on enrollment. This class will move at pace that will challenge the dancers’ sequencing abilities and strengthen their understanding of the finer technical details of several styles of dance. Dance history and dance composition elements will also be touched on. This creative and active class will conclude with an end-of-year performance. Students must receive permission from the teacher in order to enroll in this course. An informal individual audition may be needed for placement purposes. Studio Dance 2/3 is open to all upper school students and can be repeated up to 4 times. This course can fulfill either a Physical Education “Plus Two” or a

Fine Arts elective credit. *1 year = ½ credit*

**Craft of Acting** In Craft of Acting, students explore the fundamental skills of acting through in-class exercises and performances. Students will focus on using their voice, mind, and body to create a dramatic character. Acting skills are developed through improvisations, scene work, focused theater exercises, team work, monologues and performance. The class also includes: relaxation, warm up exercises, movement, voice, character analysis, and audition work. *1 year = ½ credit*

**Dance Composition** This course is for dance students with the desire to deepen their understanding of artistic expression through the use of choreography. There will be a heavy focus on the creative and experimental aspects of creating dances. Students will learn compositional tools used to structure dances as a source for creating new movement. The historical trends in dance composition will be covered as students view dances from professional choreographers and pioneers in dance history. Constructive feedback and critiquing skills will be taught so that students can deepen their understanding of what they are seeing when viewing dance from an artistic and analytical perspective. This class will push students to try new things as they develop their artistic voice and better discover their likes as dancers and choreographers. Solo and small group choreography assignments will be assigned throughout the semester. The conclusion of the course will be an informal showing of a larger final composition project. Prior experience and a comfort level in dance or creative movement is a highly suggested prerequisite of the class, however there is no level of technical proficiency required. **Note: This course is not offered every year.** *½ credit*

**Playwriting** This course will introduce you to the fundamentals of playwriting, including Character, Conflict, Dialogue, Plot, Action, Language, and Theatricality. More than a class and a classroom, we will approach the craft of playwriting as a writing community: regularly giving each other structured feedback, and exploring ways of receiving feedback that serve your developing

script. Students will be challenged to write beyond superficialities: to be brave and imaginative, to take risks, and to let their characters lead them. By the end of the semester students are expected to complete two. One Act plays of different length. *½ credit*

**Stagecraft** The objective of this course is to introduce the fundamental elements and principals of technical theater through hands-on learning. The course will include a brief history of the theatrical stages and technology. Students will learn the functions of the creative team, production staff and stage crew through an introduction to the basic elements of scenic design, theatrical lighting, sound design, properties building and stage management. 1 year = ½ credit

**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. *Note: This course is not offered every year. 1 year = ½ credit*

The following activities are not courses for credit but may have prerequisites and satisfy some curricular requirements.

**Fall Play** Typically performed on a weekend in early November, the Fall Play is open to all students in the Upper School. Auditions for roles are held early in September, and rehearsals are generally held after school and some weekends or weeknights. Students also participate behind the scenes, on stage crew, running crew, building sets, handling costumes and props, etc.

**Student-Run Play** Usually staged in late January, this annual event is entirely student-run. There is a student director who will choose the

play, announce and conduct auditions, and produce the play. Actors, stage crew, set builders, etc., are student volunteers.

All students are eligible to participate.

**Spring Musical** The Annual Spring Musical is a fully-staged Broadway show with pit orchestra, choreography, scenery, lighting, and musical direction. *In order to participate, one must be a member of the Concert Chorale* (see listing under “Music” elsewhere in this catalog).

**Dance Team** is an auditioned group of dancers that rehearse hip-hop and jazz routines after school during the winter athletic season. They perform half-time dance shows during all home Friday Night Basketball games. Participation in Dance Team satisfies the winter athletic requirement.

**Dance Company and Junior Dance Company** are two auditioned dance groups that rehearse after school during the spring athletic season. Each group of selected dancers learns special choreographed pieces which are performed in the Spring Dance showcase. Participation in either Dance Company satisfies the spring athletic requirement.

# Physical Education

Upper School students must earn **Six Credits** (“**Four Core Plus Two**”) in PE/Athletics to graduate.

**4.0 credits** (“Four Core”) must be earned through participation in interscholastic athletics

- 1 sport per year required/1.0 credit per season
- Or, at least 1 approved IPA/1.0 credit per season
- *Managing does not qualify as one of the four core credits*

**2.0 credits** (“Plus Two”) must be earned through participation in other athletic managing, dance, fitness, wellness classes and/or activities (see below). NB: Participation in interscholastic athletics in a 2nd or 3rd season beyond the required one season per year would also satisfy the additional credits in the “Plus Two” category.

Manage a Team- 0.5 credit per season

Fitness (3 x cycle during L Blocks- self scheduled) - 0.5 credit per semester

CPR Class (3 x cycle during Letter Blocks) - 0.5 credit per semester

Yoga (1 x cycle during L Block) - .5 credit per year

Sexuality Peer Educator Practitioner Training  
(2 x cycle during L Block) – 0.5 credit per year

Studio Dance 1, 2 (3 x cycle during L Blocks) - 0.5 credit per full year

Additional sport (beyond the 1 per year required) - 1.0 credit per season

IPA (Independent Physical Activity) - 1.0 credit per season

Required 9th and 10th Grade Forum - 0.5 credit per year

SAT in MS Athletics\* (assisting a MS athletic team) - 0.5 credits per season

*\*with approval of the Athletic Department*

## Independent Physical Activity

Participation in an approved Independent Physical Activity (IPA) may satisfy the Athletic/PE credit if it meets the following criteria:

- Student completes a proposal form, available from the Physical Education Office, by the following dates in order to be considered for that season: fall-early September, winter- late November, and spring- late February.
- It consists of 50 hours of one activity during a sports season.
- Activity is supervised by a certified instructor (not a parent).
- Activity can be fully completed during a sports season- fall, winter, or spring.
- Activity is not offered at Friends School.
- The IPA is considered complete when the student has submitted the worksheet/log form, available from the Physical Education Office, detailing the specific dates and hours of the activity and returned it to the Director of Physical Education. Final approval will then be determined.

## CPR/AED/First Aid

This is an American Red Cross course where students will learn the skills associated with CPR, AED, and first aid for the adult, child, and infant. Upon successfully completing this course, students will be eligible to receive a certification certificate should they choose to become registered with the

American Red Cross. (This is optional and not a course requirement.) *½ credit*

**Fitness (Physical Education)** Conditioning is a half-credit class that includes anatomy, muscle function, and conditioning program design, with an emphasis on weight training. Each class will cover the basic fundamentals of strength training, aerobic fitness, flexibility and mobility for a well- rounded workout routine. Students will understand what muscle groups they are working and how it can be related to their sport or other every day activities. Each student will be expected to learn how to design an exercise regimen that best addresses their individual goals. *½ credit*

**Sexuality Peer Education Practitioner Training** This course will focus on topics related to sexuality and healthy relationships including gender and inclusion, consent, self-care, power and relationships, among other important community issues. The fall semester will focus on understanding and exploring relevant issues, and learning peer facilitation skills that students will then put to use in leading workshops with their peers in the spring semester. This is a year-long course that will meet during L block, once per cycle. This course will also satisfy part of the “plus two” wellness credit toward the Physical Education requirement, and is graded on a Pass/Fail basis. *½ credit*

**Yoga** The sanskrit meaning behind the term yoga is “union”. Vinyasa yoga translates “to place in a certain way”. In this course you will link your breath with postures to cultivate energy within the body bringing your mind more in tune with yourself. Each class will offer a different theme from the philosophy of yoga and the flow will help to make a connection of the theme back into your daily life. The practice of the yoga asana offers the body to learn strength, endurance, stability and flexibility through movement and the mind calmness. The required uniform is attire that the student will be easily able to move in. It is encouraged to bring a notebook to journal any emotions, take aways, or reflections from the yoga practice. *½ credit*

## Science

The Science Department has a commitment to provide every 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 recommended:

9th grade Biology is a required course. One additional science course can fulfill the lab science requirement for graduation, although students are strongly encouraged to take science courses all four years.

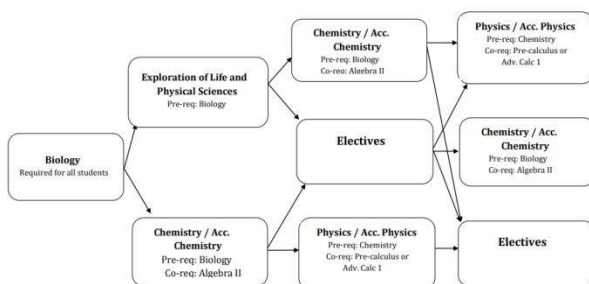
In 10th grade students who have completed Geometry, are taking Algebra 2/Accelerated Algebra and Trigonometry, and have the interest will take Chemistry or Accelerated Chemistry, depending on placement. Others will take the Life and Physical Science Course.

In 11th grade, those who took Chemistry/Accelerated Chemistry can take Physics/Accelerated Physics or electives. Students who took electives should take Chemistry/Accelerated Chemistry.

In 12th grade students can take electives or Physics/Accelerated Physics. Electives include non-math-driven courses, suitable for students in grades 10-12, specialized courses for students in grades 11 and 12 with pre- and co-requisite requirements relevant to the subject matter, and advanced courses in biology, chemistry, and physics with course and

grade pre-requisites. **IMPORTANT:** Placement in standard or accelerated courses will be determined by achievement in science and math courses, student interest, and departmental recommendation. Any student wishing to deviate from these suggested course sequences must confer with their present science teacher as well as the Science Department Chair. All science courses include a lab period each cycle.

**All science courses include a lab period each cycle.**



**9 10 11 12**

**Biology** Introductory Biology lays the foundation for the basic science curriculum in the upper school. The course explores the study of life at both the micro and macro levels, and is aligned with the Next Generation Science Standards. Major topics include scientific inquiry, ecology, cellular structures and functions, genetics, and evolution, with concepts of environmental science threaded throughout. Scientific inquiry is the bedrock of this course. Our laboratory curriculum integrates practical skills and conceptual knowledge needed to develop critical thinking and scientific argumentation. Laboratory blocks are an essential and required component of the course. The textbook is *Biology* by Miller and Levine 2017. *1 credit*

**Life and Physical Sciences** is designed for 10th graders who will be taking Geometry, or who need another year of science before continuing with our Chemistry courses. This course will continue to build a foundational understanding of knowledge and skills in Biology, Chemistry and Physics. Units include: biodiversity within ecosystems; early earth and evolution; genetics and the non-biology of race;

toxicology; and bioengineering. Field studies in our Native Plant Teaching Gardens and lab experiments in the classroom will provide opportunities for in-depth design, critical thinking, analysis and communication of findings inherent in the scientific process. **Prerequisite:** Biology. *1 credit*

**Chemistry** Introductory Chemistry is a survey course in chemistry that will prepare students for a first-year college chemistry course. This course will cover topics including measurement, atomic theory and electronic structure, periodic trends, bonding and properties of compounds, reactions and stoichiometry, the physical behavior of solids, liquids, and gases, solutions and colligative properties, with a focus on energy changes in reactions and physical processes. All topics are related to everyday experiences and the impact of chemistry on the planet. The course will emphasize collaboration, inquiry, and activity-based learning. At the conclusion of this course, students will: 1. Demonstrate proper lab safety procedures and cautions as it relates to chemistry. 2. Effectively communicate results and conclusions from experiments. 3. Relate content knowledge to real world experiences. 4. Work collaboratively with other students to perform various experimental investigations. 5. Utilize the scientific method to complete various kinds of thought processes. Prerequisites: For rising 10th graders: a grade of 80 or above in Biology and a grade of 85 or above in Geometry. For rising 11th graders: a grade of 80 or above in Biology and a grade of 80 or above in Geometry or 80 or above in Algebra 2. *1 credit*

**Accelerated Chemistry** This course is a more rigorous version of Introductory Chemistry, covering topics including measurement, atomic theory and electronic structure, periodic trends, bonding and properties of compounds, reactions and stoichiometry, the physical behavior of solids, liquids, and gases, solutions and colligative properties, acids and bases, redox reactions, and reaction kinetic. There is a focus on learning problem solving, measurement, application of abstract principles, and successful collaboration. This course is designed for students who have a deep curiosity, are passionate about the subject matter, thrive on academic vigor and are capable of extensive independent work. To be success-

ful in this class, students must have strong mathematical reasoning and critical reading skills. An extensive investment of time spent outside of class is required. **Prerequisites:** A grade of 90 or above in Biology, 90 or above in Geometry or 85 or above in Accelerated Geometry with Algebra, and departmental recommendation. *1 credit*

**Physics** is an introductory, Algebra-based survey course that aims to develop an understanding and appreciation of fundamental physics concepts as they apply to everyday life. This course will cover topics including measurement, motion, forces, momentum, energy and waves. Laboratory experiments and in-class problems will be used to illustrate concepts and obtain a balance of qualitative reasoning and problem solving. Students taking this course will be prepared for a first semester college course in Physics. **Prerequisites:** For rising 11th graders: a grade of 80 or above in Chemistry and a grade of 85 or above in Algebra 2. For rising 12th graders: a grade of 80 or above in Chemistry or a grade of 85 or above in Applied Chemistry and a grade of 85 or above in Algebra 2 or 80 or above in Pre-calculus. *1 credit*

**Accelerated Physics** Accelerated Physics is more rigorous version of the Introductory Physics course and covers similar topics in measurement, motion, forces, momentum, energy and waves. Emphasis will be placed on more in-depth analysis of physical problems, and laboratory experiments will focus on plan and design and will reveal the importance of Physics as a science of measurement. This course is designed for students who have a deep curiosity, are passionate about the subject matter, thrive on academic vigor and are capable of extensive independent work. To be successful in this class, students must have strong mathematical reasoning and critical reading skills. An extensive investment of time spent outside of class is required. **Prerequisites:** For rising 11th graders: A grade of 90 or above in Chemistry or 85 or above in Accelerated Chemistry, 92 or above in Algebra 2 or 85 or above in Algebra with Trigonometry, and departmental recommendation. For rising 12th graders: A grade of 90 or above in Chemistry, or 85 or above in Accelerated Chemistry, 92 or above in Pre-calculus or 85 or above in Accelerated Calculus 1, and departmental recommendation. *1 credit*

## Science Electives

**Advanced Biology:** This course offers students the opportunity to complete college level work in the biological sciences and provides a foundation for more advanced work in these disciplines. During the year, students will study: biochemistry, cellular thermodynamics, molecular genetics, inheritance, evolution, anatomy & physiology, botany and ecology. Laboratory work plays an instrumental role in the course, with an emphasis on learning and developing experimental design skills. Prerequisites: 90% in biology & 88% in Chemistry. (*year-long, 1 credit*)

**Genetics (Semester 1)** This course provides the opportunity to complete advanced work in genetics. Topics covered include Mendelian inheritance, molecular biology, genetic engineering, population genetics, and evolution. The uses of biotechnology are a significant part of the course, along with regular study of the social, ethical, and legal implications of recombinant DNA. Prerequisites: successful completion of biology & chemistry. *½ Credit for 1 Semester*

**Anatomy & Physiology (Semester 2)** This course provides a survey of various systems of the human body with an emphasis on their physiology. The workings of the various organs and their interactions will be examined and extensive laboratory work will be completed, which will include dissections. Systems explored include the respiratory, circulatory, digestive, excretory, endocrine, immune, nervous, and reproductive. Prerequisites: successful completion of biology & chemistry. *½ credit for 1 Semester*

**Advanced Chemistry** Advanced Chemistry. This project-based course is designed to introduce the students to new theoretical ideas, concepts, and lab techniques and builds upon skills established in Chemistry or Accelerated Chemistry. This is a two-semester course that utilizes problem-based learning (i.e., use of case studies) and cover a broad range of topics of general, organic, and biological chemistry. Topics may vary by year but have included spectroscopy, equilibrium, acid-base theory, hydrocarbons and their functional derivatives, alcohols, aldehydes and ketones, carboxylic acids, stereochemis-

try, carbohydrates, proteins, liquids, and nucleic acids. Prerequisite: Chemistry with a minimum grade of 88% or successful completion of Accelerated Chemistry. Normally restricted to seniors; limited to 12 students due to space requirements. *1 credit*

**Ecology (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 biodiversity and conservation issues. This course examines the effects of climate, soil conditions and competition on plants and ecological communities. Labs include a concentration on tree identification in September and early October, quadrat analysis, data entry and analysis using Excel, field trips to campus and off-campus locations, and bird identification in November using specimens and field observations. Text: *Rambunctious Garden*, by Emma Marris, 2011; and *Peterson Field Guide to Eastern Trees*, by George Petrides, 1998. **Prerequisite:** Successful completion of Biology, or approval of the Science Department. *½ credit*

**Evolution (Spring)** Evolution is considered by many scientists to be the most important theory in science. This course examines the science of evolution and incorporates evidence for natural selection, common ancestry, speciation and macroevolution. The focus is on Charles Darwin and how he developed his theory, species, hybrids, how new species come into being, and what the fossil record tells us about macroevolution. Special attention is given to the phylogeny and fossil history of birds and dinosaurs. Specimens and skeletal elements of birds, mammals and reptiles and an array of fossils are used for first-hand observation. Labs on lichen identification focus on interesting species that demonstrate a coevolved mutualism. 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 Museum of Natural History, Smithsonian, in Washington may be offered for early April. Those students not on senior work study in May will conduct an independent insect or plant collection. Text:

*What Evolution Is*, by Ernst Mayr, 2002. **Prerequisite:** Successful completion of Biology, or approval of the Science Department. *½ credit*

**Geology I: The Piedmont: Igneous and Metamorphic Rocks (Fall)** This is a field-oriented course designed to expose students to global processes, rock types and minerals, and ancient environments centered in the Maryland and Pennsylvania region. The course covers geologic time from the oldest rocks in Maryland in the Precambrian (1.2 billion years ago) to the early Paleozoic (500 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 Piedmont landscape. A field trip to western MD or Gettysburg to study the geology may be offered. Labs examine these subjects in more depth with lab specimens and microscope work. Text: *Roadside Geology of Maryland, Delaware and Washington, DC*, by John Means, 2010. Prerequisite: Chemistry or Applied Chemistry (may be taken concurrently). Open to juniors and seniors. *½ credit*

**Geology II: Sedimentary Rocks and Paleontology (Spring)** This is a field-oriented course that explores the sedimentary rocks and fossils of western Maryland and the coastal and eastern shore of the Chesapeake Bay region. It includes the carbonates of the Cambrian through early Devonian in western Maryland, the shales, sandstones and coal deposits of the Devonian to the Triassic in western Maryland, and the unconsolidated sediments of the Chesapeake Bay area from the Cretaceous to the Ice Age. Emphasis is placed on understanding how to interpret ancient environments from sediment texture and composition and indicator fossil species of particular time periods and rock types. 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 may be offered. Text: *Smithsonian Handbooks: Fossils*, by David Ward, 2002. Prerequisite: Chemistry or Applied Chemistry (may be taken concurrently). Open to juniors and seniors. *½ credit*

**Environmental Humanities and Aquaponics Seminar** This year-long seminar will incorporate

hands-on building and design of our aquaponics system, coordination with our aquaponics club, and discussion of interdisciplinary environmental humanities readings. We will meet two L blocks per cycle. One L block will be dedicated to design and building. The other L block will be dedicated to gathering to discuss interdisciplinary environmental humanities readings that consider our food systems, ecosystems and social systems. The aim of these discussions will be to explore: what it means to be human; the history of our genus and species; our resource use; our relationships with each other and the rest of nature; as well as resource use and stories which better mimic the negative feedback loops of natural systems. Elizabeth Kolbert's *The Sixth Extinction* is required summer reading in advance of this seminar. The seminar will also include periodic journal reflections, teaching of aquaponics to other members of our school and/or Baltimore community, and an overnight canoe camping retreat on the Susquehanna River. Completion of the seminar contributes toward the completion of the Sustainability ECP. Prerequisite: Completion of Biology. (No credit; transcript designation).

**Special Topics in Physics** Special Topics in Physics is a year-long upper-level elective course which allows students to further explore their interest in Physics. The course is a continuation of the Junior/Senior physics courses and will cover topics not covered in those courses. (*year-long; 1 credit*)

## Non-Departmental Courses

**African Drumming and Storytelling** Two of the foundational elements of the African performing arts are storytelling and drumming. This class introduces the art forms, including the history, techniques involved and the joint incorporation of both skills into performances. Students at the end of the course will understand the basics of African storytelling and drumming, with opportunities to hone their crafts both inside and outside the

classroom. This class will meet during L Block, three times per cycle. **Note: *This course is not offered every year.*** (*½ credit*)

**Conflict Resolution Strategies** In this course, we will study various approaches to peacemaking and conflict resolution, particularly: Marshall Rosenberg's *Nonviolent Communication*, Restorative Practices, mindful communicating, and mediation. This course will invite us to notice the difference between our own needs, emotions, and actions, and to channel that awareness to better communicate and build bridges, even with those with whom we really disagree. We hope to learn about and from local peacemakers, including by visiting local schools and colleges. If you've longed to diffuse tension, to get to the heart of the matter, or to know how to more skillfully navigate charged conversations, this course may be just what you're looking for. Meets during the fall semester, L Blocks, 3 x per cycle. (*½ credit*)

**Diversity and Social Justice Practitioner Training** This course will focus on unpacking the concepts of identity, diversity, equity, and social justice. Students will reflect on their own identities through experiential activities. They will also learn different frameworks for understanding identity development, oppression, and cultural identifiers. Students in this course will become the planning group for Upper School Convocation Day for Social Justice. Through this course, they will learn how to facilitate conversations, create workshops, and plan Convocation Day. Please note: This is a year-long course that meets at L Block, 3 x per cycle. Open to 10<sup>th</sup>-12<sup>th</sup> grade. (*½ credit*)

**Entrepreneurship and Social Innovation** Ever watch an episode of Shark Tank and think about what it takes to be a successful entrepreneur? In this project-based course, students will partner with a series of local business leaders to solve real-world issues. Working in teams, students will conduct research, collect and analyze data, and devise solutions to present to CEOs of area businesses. Students will explore various business models and un-

derstand the basic building blocks of a startup. Active engagement and teamwork are essential as students formulate questions, test hypotheses, and work to meet ongoing deadlines. This course is an excellent opportunity to work on organizational skills such as time management, public speaking, and leadership development. In the final portion of the course, students will use everything they have learned about entrepreneurship and human-centered design to identify an issue they want to address in the community and work with classmates on a design sprint. *1/2 credit*

**Friends Forum** Friends Forum is a program for all students in grades 9-12. It focuses on a number of important topics, including health and wellness, human sexuality, social justice, diversity and inclusion, and Quaker values, in age-appropriate ways by grade level. The course meets once per cycle. In the fall of the senior year, a significant college counseling component is included.

**Junior College Seminar** is a pass/fail, semester-long required course for all students in eleventh grade. The focus is the college process, and topics include: 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. *no credit; Pass/Fail*

**LGBTQ Studies** An interdisciplinary exploration of LGBTQ identity, history and culture. Students will analyze how sexuality and gender is considered through lenses of natural science, social science, art, language and law, and how those considerations have contributed to both the liberation and oppression of the LGBTQ community. Topics include gender and sexuality in ancient cultures, psychology of sexuality, representations in film and television, queer subcultures, activism and organizing, legal battles, local and national resources. The course will be taught

from a nonbinary, black, queer, feminist perspective which understands the oppressive power and mechanisms of white supremacy, patriarchy, heterosexism and cissexism. This class will be offered in the fall, during L Block, 3 x per cycle. *1/2 credit*

**Sexuality Peer Educator Practitioner Training**  
**Sexuality Peer Education Practitioner Training**  
This course will focus on topics related to sexuality and healthy relationships including gender and inclusion, consent, self-care, power and relationships, among other important community issues. The fall semester will focus on understanding and exploring relevant issues, and learning peer facilitation skills that students will then put to use in leading workshops with their peers in the spring semester. This is a year-long course that will meet during L block, once per cycle. This course will also satisfy part of the “plus two” wellness credit toward the Physical Education requirement, and is graded on a Pass/Fail basis. *1/2 credit*

**STEM Speaker Series** Scientists from a variety of STEM (science, technology, engineering, mathematics) fields will share their professional journey and details about their research and work with interested students. The fields represented include astronomy, engineering, medicine, neuroscience, genetics, biology, and a variety of other disciplines. In addition to the lecture presentation, there will be ample time for interaction and question/answer from students. *(no credit; transcript designation)*

**Topics in Law Seminar** This L block seminar will expose students to a variety of topics and fields in law including criminal and civil laws, the state, federal, and international legal system, issues of enforcement, civil and personal rights, and public interest law. The seminar will include case studies, debates, and the examination of current cases and legal dilemmas. Fall semester, 3 x cycle. Note: This course is not offered every year. *1/2 credit*

**Scholars Certificate Programs (SCP) (Formerly known as Extradisciplinary Certificate Program-ECP)** The SCP at Friends School of Baltimore provides students with the opportunity to explore an area of academic interest in ways that extend beyond

the traditional bounds of any single course of study or academic department. Each certificate “bundles” different learning experiences--including course work, club involvement, speaker series, independent studies, internships, and/or other capstone project(s)--that are related by theme or area of interest and that, together, form a rich ensemble. Participation in this voluntary program earns students a transcript designation for their sustained participation and effort during their Upper School years. Certificates offered include

**STEAM Certificate; Artistic Expression Certificate, Baltimore Urban Immersion and Engagement, Creative Writing Certificate, Criminal Justice Certificate, Design your own Certificate, Diversity, Equity and Social Justice Certificate, Ecojustice Certificate, Entrepreneurship Certificate, Environmental studies certificate, Finance certificate, Global Scholars Certificate, International Relations Certificate, Pathway to Leadership Certificate, Public Health Certificate, Quakerism Certificate, Renaissance Scholars Certificate, Sustainability Certificate**

Important and distinguishing elements of the SCP include:

- Enhanced student autonomy and a greater sense of purpose in the learning process;
- Opportunity to bring cohesion and coherence to a range of related experiences;
- Real-world application of knowledge and skills;
- Reflection and self-knowledge;
- Unique learning experience in both scope and method, drawing upon multiple intelligences;
- Deep connection to the community beyond our campus;
- Focus on interdisciplinary thinking and learning; and
- Opportunity to craft a path that reflects students’ passions, talents, and callings.

**Application Deadline** Students may begin applying on *January 15* of their *sophomore year*. Admissions are rolling. However, students

must allow time to complete the entirety of the requirements for the certificate. As such, students are encouraged to apply sooner rather than later.

**Application Process**

1) Select the certificate of choice (STEAM Certificate; Artistic Expression Certificate, Baltimore Urban Immersion and Engagement, Creative Writing Certificate, Criminal Justice Certificate, Design your own Certificate, Diversity, Equity and Social Justice Certificate, Ecojustice Certificate, Entrepreneurship Certificate, Environmental studies certificate, Finance certificate, Global Scholars Certificate, International Relations Certificate, Pathway to Leadership Certificate, Public Health Certificate, Quakerism Certificate, Renaissance Scholars Certificate, Sustainability Certificate).

Submit a 500-word Statement of Intent that includes why you would like to pursue a certificate, provides an outline of how you plan to complete the requirements for the chosen certificate, and discusses your level of commitment and involvement to date in the area of focus.

- 2) Schedule a meeting with Mr. Carlin to discuss the Statement of Intent. If you intend to design your own certificate, then a meeting with Mr. McManus, Ms. Konieczny, and Mr. Carlin is required.
- 3) Provide an adult reference within the Friends School community who can speak on your behalf.

Applications will be reviewed by the SCP application committee. Review begins after you have met with Mr. Carlin.

**Questions** Please contact Mr. Carlin at <mailto:jcarlin@friendsbalt.org>

**The Student Assistant Teaching (SAT) Program** is a chance for seniors (and some juniors) to work with 9th and 10th grade students in Friends School classrooms. Friends School teachers serve as co-operating teachers. Student assisting teachers meet regularly with their cooperating teacher to plan lessons, discuss class, and

reflect on group progress. They plan lessons, offer individual feedback to younger students, and help model excellent scholarship and classroom participation. S.A.T.s also meet regularly with other Student Assisting Teachers and they keep ongoing journals to reflect on their learning and progress. Students must apply to become Student Assisting Teachers. Spots are limited by the number of teachers participating in the program, and students are selected based on their applications, written statements, and recommendations from other teachers. Students receive grades and are awarded one major academic credit for their participation. (*one-half credit for semester-long and arts courses*)