2020 - 2021 Winter Projects*

*Drama: Students transformed a classic Greek tragedy into a modern setting and performed it in the school's auditorium.

*Music: Students wrote, arranged, and performed an original song and music video.

*Art: Students created a large-scale art project that involved collaboration with community members.

*Science: Students conducted research on the effects of climate change on local ecosystems.

*Sustainability: Students organized a community clean-up event to raise awareness about environmental issues.

*Technology: Students developed a mobile app to help students manage their academic and extracurricular commitments.

*Sports: Students organized an interschool sports tournament to promote physical activity and teamwork.

*Pathways: Students explored various career paths through informational sessions and workshops.

*Global Education: Students undertook a virtual language immersion program to improve language skills.

*Leadership: Students led service projects to benefit local communities.

*Event Planning: Students organized a school-wide event to celebrate the school's 100th anniversary.

*Extracurricular: Students participated in various extracurricular activities such as debate, cheerleading, and environmental clubs.

*Community Service: Students volunteered at local charities and organizations to give back to their community.

*Innovation: Students worked on innovative projects that addressed real-world problems.

*Creative Writing: Students wrote and produced a school play that was performed at the school's annual talent show.

*Arts: Students created a large mural that was displayed in the school's hallways.

*Business: Students started a small business that sold handmade crafts.

*Historical Research: Students conducted research on significant historical events and presented their findings to the school community.

*Sports: Students organized an interschool sports tournament to promote physical activity and teamwork.

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The parameters for the “Strength of Program” are derived from the members of the class of 2023 and their senior year AP classes. Please note that this does not recognize honors classes nor sophomore and/or junior AP courses.

Class of 2023 / Junior year grades previous 8 years (2016-2022)

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Institutes for Active Learning

PRACTICUM: Senior Independent Project (SIP), Winter Project, and Global Collaborative Challenge

The Practicum consists of three and a dissertation requirement. Each of the three projects incorporates various aspects of the Institutes for Active Learning. These Institutes, Citizenship, Entrepreneurship, Environmental Stewardship, and Leadership, each require students to master 21st-century skills in a manner that reflects their real-world application. All Winter Projects are completed during the Wintersession, an intensive two-week period in December where students’ sole academic focus is their Practicum Project. Each project is reported on the transcript as High Pass (HP), Pass (P), Low Pass (LP), or Fail (F). A passing grade earns two credits.

Senior Independent Project (SIP) (Seniors and Post Graduates)

The SIP gives students an opportunity to explore an interest that will be the subject of their senior thesis. In the fall of their senior year, each student is paired with a faculty member who works with him or her until spring of senior year. This personal area of personal interest must align with one of the four Institutes mentioned above. During the Wintersession of senior year, each student creates a proposal that reflects his learning and engagement in his chosen area of interest. All students must present their products to their faculty mentor and a group of peers. Defense of the project in the spring is the culmination of each student’s efforts to creatively and constructively engage with an audience. New seniors and postgraduates have the option of completing either a SIP or a CAIP to satisfy their graduation requirement.

Students may also choose to pursue a "Diploma with Distinction." Students who choose this route present their product in the Wintersession. They are then paired with an alumni with a professional background in their area of interest. Students then present to a panel of faculty and alumnus. The second presentation focuses on how they were able to further their investigation of the product. Successful completion of the "Diploma with Distinction" will be reflected by a grade of High Pass on their transcript.

Global Collaborative Challenge (GCC) (Seniors and Post Graduates)

Students are asked to form small groups of six. Each group chooses an Institute to focus on, then selects a topic of national or global interest, and offers a solution through a two-minute collaborative presentation. The group defends its position and is assessed on its ability to engage the authenticity of the global scope in the scope of its chosen Institute, the depth of research, the quality of the presentation, the collaborative nature of the presentation, and the group’s defense of its presentation.

2022 Global Collaborative Challenge Topics (Institute in parenthesis)

- Should electric vehicles be considered "green"? (Environmental Stewardship)
- Is war winnable? (Citizenship)
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- Should professional sports teams like the Cleveland Indians, Atlanta Braves, and Chicago Blackhawks change their names and mascots? (Leadership)
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Winning Winter Project (Middle School, Freshmen, and Sophomores)

Students select from a broad range of topics for Winter Projects, which the School of the Future 2022.

2021 - 2022 Winter Projects

Baseball Arbitration: Students researched, prepared, and presented a case minimizing a baseball arbitration with half of the students representing a player and the other half representing the club. The cases visited the Baseball Hall of Fame.


How Pandemic has transformed through the Quakers years to today: Explored the history of the town and how it has evolved. Students visited to town each day and met with residents and business owners. The project built and ran several small RC vehicles such as tractors, drones, and planes.

Nature of Natural Disaster: Students studied natural disasters and their impact on the environment. The project built and ran several small RC vehicles such as tractors, drones, and planes.

What is the impact of the current education system on the students? How has the pandemic impacted learning experiences? Students built small RC vehicles such as tractors, drones, and planes.

What should the future of the environment look like? Students researched the impact of the environment on future generations and their defense of their presentation.

How can we make a better world? Students researched the impact of the environment on future generations and their defense of their presentation.

Winter Project (Middle School, Freshmen, and Sophomores)

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