



**Friends School of Baltimore  
Upper School Course Guide  
2026-2027**

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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**  
(including completion of Level III of a modern language, or Level II of Latin)

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

**Computer**

**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 College Seminar
- b. Senior College Seminar

## 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 precalculus 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 years of science; math through Precalculus or Calculus; and four years of social studies. Students must complete courses noted as graduation requirements at Friends School. 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 some cases, it may be appropriate to consult the College Counseling staff. The completed form is to be returned to the Registrar.

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 into 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 a 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 60-minute letter-block 3 out of 6 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 60-minute letter blocks. Some out-of-class work may be expected in these courses.

**Year-long L or M courses** meet during the 50-minute L or M-blocks 2 out of 6 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

Art Major is a full major course that prepares students for a college art program in either professional or liberal arts schools. Therefore, a main focus of this course will be the building of a portfolio that can show the breadth and depth of a student’s artistic skill set. We will pay careful attention to drawing from observation and developing a student’s voice in art. Each student is expected to have some command of drawing processes in order to better understand and develop their individual creativity. Art Major students interact daily with the teacher and each other while working with 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, 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 an exam. Art Major is reserved for students in 10th through 12th grade. This class may be repeated with the approval of the instructor. This is a year-long major course that meets 4 out of 6 days per cycle. *1 credit*

## L Block Offerings

**Art and Politics** In this class we will come together 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 look, 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 a 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 year-long course, open to 10th-12th. *Note: This course is not offered every year. ½ credit*

**Studio Art in the Makerspace** This year-long project based course allows students to explore both traditional art practices and contemporary design and fabrication techniques. Working in the Makerspace, students have access to a variety of tools and materials including wood, metal, textiles, digital fabrication equipment, and more which they use to bring their ideas to life. The Makerspace is central to the course, supporting

experimentation, problem solving, and the development of innovative projects. Students are encouraged to generate their own ideas, test concepts, and refine their work through hands-on exploration. A class field trip in the fall gives students the opportunity to experience art and design outside the classroom and gather inspiration for their own projects. Throughout the year, the class emphasizes creativity, technical skill, collaboration, and reflection, giving students the freedom to pursue projects that align with their interests while learning how to plan, adapt, and execute their visions in a dynamic studio environment. This course will meet 2 out of 6 days of the cycle during L block and is a year-long commitment, open to 9th-12th . *½ credit*

that showcases their craftsmanship, problem-solving, and design skills. *½ credit*

### **Art, Technology, Media, and Design (Fall)**

Welcome to a hands-on studio where creativity, engineering, and experimentation come together. In this course, students will design and build wind-powered whirligigs while exploring the principles of motion, balance, and aerodynamics. Through sketching, prototyping, testing, and revising, students will learn how to turn wind energy into mechanical movement while embracing failure as part of the design process. This project blends art, sustainability, and problem-solving in a collaborative environment where ideas are tested, improved, and brought to life through making. *½ credit*

## **Medium-Based Semester Courses**

**Adaptive Design (Fall)** This course explores design through two major projects. Students first create winter-themed public art connected to a charitable community event. They then take on a functional chair design challenge. Throughout both projects, students engage in research, sketching, modeling, and construction as they develop ideas from concept to finished work. Emphasis is placed on creativity, problem-solving, craftsmanship, and teamwork, while highlighting how art and design can serve both meaningful community purposes and practical function. *½ credit*

### **Art, Technology, Media, and Design (Spring)**

Welcome to a class where storytelling, art, and performance come together! In this course, you'll explore the world of Art, Technology, Media, and Design (ATMD) through the creation of your own Crankie; a hand-cranked scrolling story designed to be performed for a live audience. You'll develop original narratives, design and build visual sequences, and learn how movement, timing, and sound can bring stories to life. Through hands-on making, collaborative problem-solving, and creative experimentation, you'll transform ideas into working performances. As part of the experience, we'll take a field trip to the Creative Alliance to watch professional artists perform Crankies, giving you inspiration and insight into how this traditional art form is used in contemporary storytelling. By the end of the class, you won't just create a project — you'll present a story, engage an audience, and experience what it's like to be both an artist and a performer. *½ credit*

**Adaptive Design (Spring)** Learn the fundamentals of working with metal and wood through hands-on instruction in welding and woodworking techniques. Students develop skills using tools safely and effectively, practicing metal fabrication and woodworking separately before applying their knowledge to a final project

**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*

**Painting** This course will foster a student's love of color and desire to create with paint. 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. Materials may include acrylic and watercolor. 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** In Photo 1 students will use their phones (or school cameras if needed) to complete shooting assignments. This course is an introduction to all kinds of photography. We will begin to build our visual language skills, learn composition techniques and develop our photographic eye. Students will be introduced to photographers in order to inspire their work. We will shoot different assignments every few weeks as we develop our skills. We will also be introduced to editing photos using the Adobe Creative Cloud, particularly in Photoshop and Lightroom. Critique will be introduced and used on the teacher-student level as well as with the group. Students will be assessed on learning good work habits as well as portfolios handed in at the conclusion of each shooting assignment. This is a semester-long course, open to 9th-12th grade. *½ credit*

**Photo 2** Students in this class will use school film cameras to learn how to shoot, develop and print silver gelatin (black and white) photos in the darkroom. We will learn how a camera works, black and white film developing in tanks and wet darkroom printing with an enlarger. Assignments are in the vein of documentary photography, allowing us to focus on learning exposure in the camera and interaction with our subjects. We will review and expand on the composition techniques, portraiture, series work and lighting that we learned in Photo 1. Students will be graded on learning and exhibiting good studio habits as well as a set of prints handed in at the conclusion of each assignment. This is a

semester-long course, open to 9th-12th grade.

**Prerequisite:** Photo 1. *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), silkscreen, stencil and mono-printing. 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 who 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*

**Sculpture: Light, Form, and Illusion (Fall)**

This course invites students to explore hands-on sculpture through creative experimentation with diverse materials and techniques. Students will develop skills using both hand and power tools to shape wood, fabric, wire, plastic, and found objects into imaginative forms. Over the semester, students will complete two major projects. The first project focuses on designing and constructing illuminated lanterns for the Great Halloween Lantern Parade, and participation in the parade is a required part of the class. The second project challenges students to create sculptural representations of food using unconventional non edible materials, encouraging creativity, problem solving, and playful exploration of form and texture. Students will engage in the full artistic process from concept to finished work, with collaborative critique and open studio time supporting experimentation and growth. *½ credit*

**Kinetic Design and Sculpture (Spring)** This course is designed for students who enjoy hands-on artmaking and working with a variety of materials and tools. Students will develop skills using hand and power tools to manipulate steel, wood, fabric, cardboard, plastic, wire, 3D printing, and found objects. Throughout the semester, students will work together to design and build a vehicle for the Kinetic Sculpture Race (KSR)—an artistic, functional, and mobile sculpture. This project emphasizes problem-solving, creativity, and teamwork within a real community event. Race day for KSR takes place on the first Saturday in May and is a required part of the course. A key part of the class is practicing Quaker decision-making, where consensus guides how the group collaborates and moves forward. Students learn to listen, value each voice, and make shared decisions that support the whole team. Experimentation, research, open studio time, and peer feedback are essential parts of the process, helping students grow as thoughtful and collaborative artists. *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. ***Note: This course is not offered every year.*** *½ credit*

# Computer Science and Technology

## Level 1

Creative Coding  
Data and Code  
Physical Computing

## Level 2

Object-Oriented Programming  
Holistic Game Design

## Level 3

Advanced Topics in CS<sup>†</sup>  
Capstone Design<sup>†</sup>

Prerequisites: Completion of prior level and teacher approval.

<sup>†</sup> Can be retaken.

**Advanced Topics in Computer Science** This level-3 year-long major course will cover a range of topics in computer science, building off of level-2 themes. Possible areas of study include algorithm design, web and mobile technologies, AI, and others. Curriculum for this course will vary on an annual basis and students may be eligible to retake this course at the discretion of the instructor. Successful completion of any level-2 course and approval from a level-2 instructor is required. *1 credit*

**Capstone Design** This yearlong course is open to any senior having completed at least Data and Code, Physical Computing, Creative Coding, or Web Design. Prior to admission, students must present the instructor with a proposal sketch for a solution to a social, economic, political, academic, or other problem. Using the Agile Framework, students will work throughout the course to develop and prototype their solution. Supervised access to Maker Space resources will

be provided. The year culminates with a presentation of the finished products to a wider audience. Grading is based on the success of the product and presentation as well as meeting self-set goals across the duration of the entire course. **Prerequisite:** One of the following: Data and Code, Physical Computing, Creative Coding, or Web Design. *1 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*

**Data and Code** Students of this course will be introduced to the fundamentals of computer science, primarily using the Python programming language. Topics will computational models, basic data structures, command sequences, algorithms, and more! Students will principally be evaluated through projects using the core competencies assessed across the Friends coding curriculum. This course takes a theoretical approach to coding and relies on several mathematical skills including basic arithmetic and elementary algebra. *½ credit*

**Holistic Game Design** This major, level 2 course immerses students in the world of digital game design and development using the Unity engine. Through hands-on projects, students will learn to create engaging, seamless user experiences by integrating game mechanics, coding, graphic design, 3D modeling, and audio engineering. Students will strengthen their programming skills with C# programming and applying mathematical concepts in a real-world context. By the end of the year, students will have a portfolio of playable games, showcasing their coding skills and artistic fidelity, preparing them for future opportunities in the rapidly growing game development and simulation industry. **Prerequisite:** Any level-1 course. *1 credit*

**Object-Oriented Programming** Students who have successfully completed Data and Code, Physical Computing, Creative Coding, or Web Design may take this course with the recommendation of their instructor. This course introduces students to the nuances of the Java programming language, Object-Oriented Programming, Algorithms, Program Analysis, and more. This is a challenging course, thus students should have a genuine interest in CS and

be willing to commit the appropriate amount of time to master the techniques taught. Students will be assessed by a combination of written assessment and coding projects. Successful completion of any level-1 course required. Advanced students may have this requirement waived at the discretion of the department chair. *1 credit*

**Physical Computing** Students of physical computing will work to develop physical and hardware projects. Projects involve the use of 3D Printing, Arduinos, and other physical modeling equipment. Grading will be based on both the departmental competencies and the principles of modeling and design. This course takes a significantly more creative and *hands-on* approach than some other courses, although a level of comfort with abstract, numerical thinking is required. *½ credit*

**Robotics** This CS level-2 year-long major will investigate topics in responsive and autonomous technology. Special attention will be paid to engineering and design principles, techniques in 3D modeling, and computational thinking applied to hardware and mechanical design. A broad approach to the field of robotics will be taken in this non-competitive course which challenges students to become independent thinkers and builders. Successful completion of any level-1 course is required. Students who complete Physical Computing are especially well-suited for this course. Advanced students may have this requirement waived at the discretion of the department chair. **Note: This course is not offered every year.** *1 credit*

**Web and the User Experience** This level-2 year-long major course will investigate the development of web-based technologies. This course will place an emphasis on “full stack” development, combining both algorithmic

integrity and its impact on the user. Students will be challenged to consider design principles alongside data and server architecture, computational efficiency, and safety and security. Successful completion of any level-1 course is required. Students who complete Web Design and Development and/or creative coding are especially well-suited for this course. Advanced students may have this requirement waived at the discretion of the department chair. **Note: This course is not offered every year. 1 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. 9<sup>th</sup> 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 2025-26 electives; selections vary from year to year.

### First Semester

**Analysis and Criticism of Contemporary Literature** This course explores modern prose and poetry crafted by contemporary fiction writers, critics, poets, and journalists. Students will engage with memoirs, essays, criticism, fiction, non-fiction, and biographical profiles, all presented in innovative and creative formats. Instead of relying on external texts, the primary source material will be drawn from *The New Yorker* magazine, with each student receiving weekly issues. Throughout the course, students will learn how good writing originates from well-crafted sentences. The class will discuss the

magazine's essays, fiction, "Talk of the Town" pieces, weekly cartoons, and other forms of in-depth literary analysis. Students will explore the authors' innovative and traditional writing techniques by approaching the magazine's insightful and technically proficient writing. *½ credit*

**Exercises in Style** Exercises In Style is a writing intensive course, where students are asked to think deeply about, and put into practice, notions of style, of "voice on the page," both as a matter of fact—something to understand, investigate, interrogate, and study--and as a matter of choice—something students can discover about themselves and their own work, and then develop, enhance and refine. Students should finish the course with an understanding of controversies and conversations, both current and historical, regarding grammar, usage, and style, should be able to identify and articulate specific styles of writing in both fiction and non-fiction when they see them, and finally, should be able to write creatively and analytically in many modes and many registers, while at the same ultimately defining for themselves a style of their very own. *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** In 2026-27, this course will focus on protest. Students will do real-life reporting on, and read great nonfiction writing about, protest movements in the US and abroad. They will spend the semester studying and applying tools used by great fiction and nonfiction writers as they report on things happening in their own community for Friends School's student newspaper "The Quaker Quill." As they do, they will hone their skills at everything responsible journalism involves today: interviewing, research, outlining, writing, editing, mining archives and data, shooting photos and video, and publishing articles that stand the test of time. They will also explore questions of bias, fairness, and responsibility, and grapple with ethical dilemmas, student press law, and media literacy. In tandem with their own reporting, they will read, analyze, imitate, and draw lessons from some of the best literary journalism ever written. Student-led discussions, reflective writing, historical grounding, and "mentor text" writing exercises will offer students multiple ways to interact with and learn from these texts. *½ credit*

**Latin American Literature** In this course, students will examine Latin American literature predominantly from the 20th and 21st Century, in English, including indigenous and Afro-Latino/a authors. The core curriculum is made up of Novels, short stories, and poems by writers from various countries and the United States while incorporating a study of film, essays, music and art to explore the multifaceted aspects of Latin American cultures. Students will encounter examples of magical realism, compare and contrast similar stories and themes between

regions in Latin America and the United States, and consider the role literature plays in the shaping and forming of one's identity. Texts will likely include *House of Spirits* by Isabel Allenda, *One Hundred Years of Solitude* by Gabriel Garcia Marquez. *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 Malcolm X. 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 George Orwell, Jonathon Swift, Abraham Lincoln, Azar Nafisi, and Maya Angelou may be included as well. Assessments may include persuasive speeches, analytical essays, class discussions, journal entries, and more. *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

**Literature of “What If?”:** Narratives of Alternative Histories & Futures We’re constantly reflecting on moments in our lives when we zigged instead of zagged. Why did I choose this elective instead of another one? What if I decided to take a short cut instead of the long way? Every day, we make hundreds of small decisions that lead directly to other decisions, so on and so forth... Writers and thinkers have been doing the same thing for centuries and, especially in recent years, alternative history stories have emerged as a robust subgenre of literature. What is it about these narratives that attracts us and makes them worth reading? By studying these “what if?” stories, we’ll explore the rich intersection between history and fiction. In an age when “alternative facts”, AI-generated content, and political polarization pose fresh challenges to the historical record, we’ll ask ourselves, “Why are these stories important, maybe today more than ever?” We’ll also dip our toes into historiography (the writing of the historical record) as a means of supplementing the literature. The class will investigate a range of texts, including short stories, film, television, news articles, and scholarship. We’ll also read 2 novels, Philip Roth’s *The Plot Against America* (what if a fascist-friendly Charles Lindbergh won the 1940 presidential election?) and Michael Chabon’s *The Yiddish Policemen’s Union* (what if the United States allowed Jewish refugees from Nazi-occupied Europe to live on a remote strip of Alaska?) to help show us how these narratives are

grounded in history and then diverge in directions both expected and unexpected. While the heart of this course revolves around class discussion, students will have a variety of assessments to demonstrate their understanding and engagement, including chances to respond to texts both analytically and creatively. 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 “investigators”, 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 fieldwork. 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*

**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*

**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 serves 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 lengths. *½ credit*

**Podcasting** Podcast fans, NPR nerds, tinkerers, and talkers: this course needs all voices. In it, students will start learning to tell stories with sound, practice recording and interviewing, write and revise scripts, edit and mix audio, think critically about the media they consume, and contextualize all of that in the history of radio & podcasting. Homework will mostly be listening to great podcasts like "This American Life," "StoryCorps," "Ear Hustle," "Radiolab," and "The Truth." Students will start the semester by making something of their own each week, building to a longer project of their choosing that they'll produce and submit to National Public Radio's Student Podcast Challenge. ***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 does not count this course toward your required high school English credits. *½ credit*

**Shakespeare** In the Shakespeare course, we explore Hamlet’s disorientation with his country, which seems to him to be rotten and mad; we examine the outrage and heartbreak and humor in Merchant of Venice, while debating whether or not anyone should read this play anymore, anyway; and in the end, we enjoy the humor and energy of Twelfth Night, while still exploring all of its confusions about identity and grief and revenge. These plays were written to be performed, so we’ll both examine different adaptations of the plays and get up on our feet ourselves often to act bits out. Students will keep

journals, perform memorized soliloquies, and write essays. *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*, Tolstoy’s *The Death of Ivan Ilyich*, poems from Kevin Young’s *The Hungry Ear*, chapters from *Paradise Lost* and *Harry Potter*, and a wide variety of poetry. **Note: This course is not offered every year.** *½ credit*

## Second Semester

**British Novels** This course will explore three British novels: Jane Austen’s *Persuasion* (1813), EM Forster’s *Howards End* (1910), and Zadie Smith’s *On Beauty* (2005). These novels will help us to develop our own answers to questions like, What is it that conveys dignity? 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*

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

**Film as Text** This course examines film as a text that can be discussed, analyzed, and explored in ways similar to that of a novel, play, poem, or other work of literature. Students will learn how the formal aspects of film (style, technique, devices, conventions) work together to convey meaning in a cinematic text. With this knowledge and understanding, students will analyze film clips (analogous to close reading passage analysis) and be able to demonstrate how filmmaker's choices in scenes and sequences inform narrative and thematic understanding of the film as a whole. Students will compare written texts with cinematic texts—as well as cinematic texts with other cinematic texts. By the end of the course, students will have choices to demonstrate their learning that may incorporate film analysis, criticism, and/or production. Throughout the course, students will have opportunities to explore the relationship between film and culture, specifically through the lens of gender, BIPOC, and/or queer influences and developments in cinema. *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. **Note: This course is not offered every year.** *½ credit*

**Jesus in Literature** Above all, this is a class about learning with people we disagree with and treating each other well in the midst of that disagreement. At every point, we will explore multiple interpretations of Jesus. We begin with Howard Thurman's *Jesus and the Disinherited*, a book that deeply influenced the Civil Right movement. Students will read the Gospels of Mark, Luke, and John (and learn about the Gospel of Matthew). We will enjoy excerpts from videos as varied as "Godspell," John Legend's "Jesus Christ, Superstar," "The Chosen," and more. We'll talk about Christ figures in literature, from Harry Potter and Aslan to Gandalf and Frodo and even Jay Gatsby. Texts include the New Testament; Howard Thurman's *Jesus and the Disinherited*; and C.S. Lewis's *The Lion, The Witch, and The Wardrobe*. We will also consult the work of scholars such as Amy-Jill Levine (a Jewish expert on the New Testament), Thich Nhat Hanh, Dale Martin (Yale Open Courses lecture), Isak Dinesen, and more. In keeping with the Quaker query, "What canst thou say?" for the final essay of the course, students will write a They Say/ I Say essay, in which they show their understanding of a variety of different interpretations of Jesus and then articulate their own interpretation of this important historical figure and literary character. *½ credit*

**Journalism** In 2026-27, this course will focus on protest. Students will do real-life reporting on, and read great nonfiction writing about, protest movements in the US and abroad. They will spend the semester studying and applying tools used by great fiction and nonfiction writers as they report on things happening in their own community for Friends School's student newspaper "The Quaker Quill." As they do, they will hone their skills at everything responsible journalism involves today: interviewing, research, outlining, writing, editing, mining archives and data, shooting photos and video, and publishing articles that stand the test of time. They will also explore questions of bias, fairness, and

responsibility, and grapple with ethical dilemmas, student press law, and media literacy. In tandem with their own reporting, they will read, analyze, imitate, and draw lessons from some of the best literary journalism ever written. Student-led discussions, reflective writing, historical grounding, and “mentor text” writing exercises will offer students multiple ways to interact with and learn from these texts. *½ credit*

**Latin American Literature** In this course, students will examine Latin American literature predominantly from the 20th and 21st Century, in English, including indigenous and Afro-Latino/a authors. The core curriculum is made up of Novels, short stories, and poems by writers from various countries and the United States while incorporating a study of film, essays, music and art to explore the multifaceted aspects of Latin American cultures. Students will encounter examples of magical realism, compare and contrast similar stories and themes between regions in Latin America and the United States, and consider the role literature plays in the shaping and forming of one's identity. Texts will likely include *House of Spirits* by Isabel Allende, *One Hundred Years of Solitude* by Gabriel Garcia Marquez. *½ credit*

**Modern American Literature** What does the American experience mean in a world shaped by global experience, social change, and cultural conflict? Modern American Literature examines this question through major works of American literature from the post–World War II era to the early twenty-first century. Through novels, short stories, poetry, drama, and essays, students will explore how individuals, communities, and a nation respond to shifting historical, cultural, and political questions about identity, race, class, and belonging. Possible texts include *The Old Man and the Sea* by Ernest Hemingway, *To Kill a Mockingbird* by Harper Lee, *The Crucible* by

Arthur Miller, *Beloved* by Toni Morrison, and *A Prayer for Owen Meany* by John Irving. *½ credit*

**Nineteenth Century American Literature** In Washington Irving’s story, Rip Van Winkle falls asleep just before the American Revolution; when he wakes twenty years later, his peers think they have, in Thomas Paine’s words, “beg[u]n the world over again.” American writers of the period fret about their connection to and their break with the past: has the country truly thrown the yoke of olde England and plugged its ears to “the courtly muse of Europe,” (Emerson) or is the new nation’s culture too similar to what came before? The course asks students to think about how these writers understood America's history, what they wanted for its future, and why this idea still matters today for how we think about tradition and change. Texts and authors will likely include Nathaniel Hawthorne’s *The Scarlet Letter*, Emily Dickinson, Frederick Douglass, Ralph Waldo Emerson, Herman Melville and Walt Whitman. *½ credit*

**Podcasting** Podcast fans, NPR nerds, tinkerers, and talkers: this course needs all voices. In it, students will start learning to tell stories with sound, practice recording and interviewing, write and revise scripts, edit and mix audio, think critically about the media they consume, and contextualize all of that in the history of radio & podcasting. Homework will mostly be listening to great podcasts like "This American Life," "StoryCorps," "Ear Hustle," "Radiolab," and "The Truth." Students will start the semester by making something of their own each week, building to a longer project of their choosing that they'll produce and submit to National Public Radio's Student Podcast Challenge. ***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 does not count this course toward

your required high school English credits. *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*

**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 conventional stories by nineteenth- and twentieth-century authors such as Nathaniel Hawthorne, Franz Kafka and Toni Cade Bambara. We then move on to authors such as Jennifer Egan and Chimamanda Ngozi Adichie to study how and why these authors break the rules of traditional storytelling. Expect assignments that ask you to analyze and occasionally to imitate form and content. *½ credit*

**Social Science Fiction** 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*

# 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: Early World History
- 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: Early World History** 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 answer 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. *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. *Note: This course is not offered every year. 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 visual art

across media (e.g. painting, print, sculpture, pottery) and across cultures and time periods. We'll explore the ancient 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 the visual arts. 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 encounters 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. ***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. ***Note: This course is not offered every year. ½ credit***

**History of the Russian Empire** This course will examine the historical and contemporary relationships between Russia and its border countries, most of which have fallen into the Russian orbit at some point in their history. The course will be organized by regions. Case studies will include: the Baltics, Ukraine and Belarus, the Caucasus, and Central Asia. We will explore how and why Russia developed its empire into these regions and the impact that this dominance had on these regions. We will also discuss the factors

affecting the relationship between these states in the post-Soviet era. Assessments will include tests, essays, and presentations. Note: there is a possibility that speakers of Russian will have the opportunity to read some texts in Russian. *½ credit*

**History of Modern Asia: China and India after World War II** This course will examine the development of China and India in the post World War II period. These two nations have emerged as important world powers in recent years. We will compare the paths they have taken and the challenges each faces. Sources will include primary and secondary sources, such as articles, essays, books, and films. Inquiry and research will be a regular part of the course, as students seek to find the background information necessary to understand contemporary events. We will examine other nations in the region as time allows. **Note: This course is not offered every year.** *½ credit*

**International Conflict and Resolution** Students in I.C.R. will be introduced to the United Nations system and its mechanisms for dealing with conflict prevention, management, and resolution. They will also examine the Inter-War period, WWII, and the war crime tribunals that emerged out of this war. In terms of conflict and conflict resolution, the focus will be on cases of genocide. For conflict prevention, students will dive into development work especially those of non-governmental organizations. **Note: This course is not offered every year.** *½ credit*

**Latin American History** This course will seek to balance the commonalities across Latin American countries with the differences between them. We will start with a brief overview of the colonial period and the early independence period in Latin America in order to provide context for the late 19th and 20th century history of the region. Given the diversity of experience in the region,

much of the second half of the course will be focused on case studies, which could include Cuba, Venezuela, Brazil, Argentina, and Mexico. Depending on student interest and current events, other countries could also be featured. *½ credit*

**Music History: Live From Baltimore** is a Music History course that features mostly traditional "classical" style periods, and possibly other modern genres. The course of study will be determined by repertoire being performed locally in three to four 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. Research Presentations are the primary form of assessment for this course. *(Semester 1 only, 11th and 12th grades only.)* **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*

**Research Seminar in African-American History** The focus for this course will be African-American History. Students will co-create the curriculum, including deciding the balance of collaborative, shared, and individual work. The goal will be for students to pursue their historical interests within the field of African American history 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 and media. Students will gain experience with collaboration, consensus building, and compromise, along with research, writing, and

presenting. *Note: This course is not offered every year. 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, "Spanish Flu", 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*

**International Relations** We live in a global era, in which what happens thousands of miles away has the ability to affect our lives. Thus, it is critical that students understand how the world we live in came to be, how it works, and why it matters. Grounded in high-quality curriculum materials created by the Council on Foreign Relations, the Introduction to International Relations (IR) course focuses on history, regions of the world, globalization and its challenges, and world order. As opposed to prioritizing abstract theory, this approach provides students with the essential background and building blocks necessary to make sense of the complicated and interconnected world. Through case studies related to the major global challenges of this era including global health, trade, cyberspace, terrorism, and climate change, students will learn and apply IR theory. They should expect to engage in regular debates, simulations, discussion, and multimedia projects. This course will lead students to become more globally literate and cultivate skills in historical research, argumentation, critical thinking, and writing. The case studies of major issues and problems in the course will span all regions of the world. **Note:** *This course is not offered every year. ½ credit*

**Introduction to Archival Work: World War II Collection** In this class, students will assist the archivist at Towson University 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. In order to understand the historical context for this collection, students will spend time learning about WWII in some depth. This class will be highly collaborative and students will work productively with each other and the professionals in a thoughtful and engaging fashion. **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 their origins and use the issue to predict the course of the region's future. **Note:** *This course is not offered every year. ½ credit*

**Native American 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 an appreciation for the triumphs, resiliency, and longevity of this diverse

group of people and cultures. **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

## Languages

The Language Department at Friends School of Baltimore ignites curiosity and passion through active immersive language learning to develop empathetic, resilient, culturally-competent and globally-aware communicators. 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 French-, Russian- and Spanish-speaking destinations, and/or places of historic Roman significance such as Italy. Modern Language

students start their journey learning to communicate about personal topics related to school, home, family, and leisure activities, and grow to be able to handle a variety of communicative tasks related to history, literature, current events, modern controversies, and matters of public and community interest.

## French

**French I** *Bonjour mes amis!* French I is a novice level language course that introduces students to the French language and Francophone cultures, while building language-learning skills. Students learn to navigate everyday activities and have conversations about friends, family, school, sports, food, holidays, clothing, home, neighborhoods, weather, and leisure activities, with a major focus on vocabulary acquisition. To talk about themselves and their everyday world, students learn to use the present, past, and simple future tenses. Emphasis is on the practical applications of language, such as inviting a friend to the movies or reading a menu in a café. In addition to activities in the online textbook *EntreCultures 1*, students have conversations, play games, make video recordings, and conduct surveys and interviews; they write emails, postcards, and short reports; they examine infographics, articles, blogs and websites; and they glean information from short videos. This course also introduces students to important cultural icons, geography, food, and famous people from the French-speaking world. 1 credit

**French II** French II continues students’ journey from novice to intermediate proficiency in French. The course is designed to solidify and grow students’ French language skills in having conversations, giving presentations, writing, and understanding written and spoken French. In such

topics as gastronomy, school community, travel, city life, and health, students improve their ability to communicate through asking questions, describing, telling what happened, giving instructions, and forming more complex sentences while avoiding repetition. The course uses the online textbook *EntreCultures 2*. By deciphering infographics, recipes, advertisements, surveys, blogs, short articles, and video clips from a variety of French speakers, students increase their interpretive language skills and gain greater understanding of cultures around the Francophone world. *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 almost entirely in French in order to cultivate students’ interpersonal, interpretive, and presentational communication skills. Students will learn to give advice, describe in detail, make predictions, start to circumlocute, tell a story in the past time frame, and form hypotheses in French—in short, to move from the concrete “me” world of communication towards the more abstract. By reading articles and viewing longer videos such as news reports, students not only check their comprehension of French but learn information that will serve as a basis for discussion. In exploring themes of friendship, technology, the arts, sustainability, and personal growth, students will gain the communication skills to talk about important moments in their personal lives (getting a summer job, how they met their best friends) and in history (impressionist art, how former colonies regained their independence). Visits to the Baltimore Museum of Art’s Cone Collection and Africana Collection, as well as podcasts, videos, blogs, websites, poetry of the *Négritude* movement, and readings appropriate for this level supplement the online textbook *EntreCultures 3*. 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 entirely in French. Topics of study include short stories, movies, traditions and rites of passage, fables by Jean de la Fontaine, and interpreting and performing traditional folktales from the French-speaking world. Students strengthen their reading comprehension, discussion, and writing skills through reading 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, prepared debates, live and recorded presentations and performances, videos and writing. 11th and 12th grade students in French IV are eligible to participate in Friends School’s language and homestay trip in France, offered on even years. *1 credit*

**Advanced French** 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 French language and Francophone cultures. Additionally, students will explore a variety of contemporary social issues important to France and the 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. In our work we will use authentic materials such as newspaper articles, shows, blogs, film, poetry, and short stories. Throughout the year, students will work to improve their interpretive, interpersonal, and presentational communication skills. 11th and 12th grade students in Advanced French can participate 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** 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 the 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 the topography of Rome and life in provinces of the empire. 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. *1 credit*

**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. Successful completion of this course satisfies the Language requirement for graduation. *1 credit*

**Latin III** is an intermediate language course that 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. *1 credit*

**Advanced Latin Literature** This advanced Latin course invites students to engage deeply with authentic Latin texts from a wide range of authors, genres, and historical periods. Through close reading of both prose and poetry, students refine their linguistic skills while exploring literary style, rhetoric, and cultural context. Emphasis is placed on interpretation, translation, and analysis, enabling students to appreciate Latin as a living literary tradition and to develop greater confidence and independence as readers of original Latin.

The specific author(s) and work(s) will be determined in the spring based on student input. Students must have taken Latin III in order to be considered for entrance into this course, or by instructor permission. *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 structures and personally-relevant lexicon to communicate personal information. In working with mini-dialogues, students learn to employ pronunciation and intonation patterns that 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, *Между нами*, 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 in the spring break homestay/study trip to St. Petersburg (Russia) on even years. *1 credit*

**Advanced Russian** 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 catchphrase 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 in 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. At the end of each unit of study, oral presentations without notes will be made to the Russian V class. Students in this course will also maintain weekly contact with a native speaker for conversation practice, select their own internet-based authentic sources for independent practice of interpretive skills, and will participate in select activities with the Russian V class, such as the *Reading Buddies/Conversation Buddies* program and hosting the *Старый Новый год* party. Course prerequisite: successful completion of Russian V or the equivalent. *1 credit*

## Spanish

**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** 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 III** 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 III students participate in spontaneous interpersonal dialogues and formal presentations on topics relating to health, nutrition, technology, 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 III students participate in discussions and present increasingly more complex ideas as the year progresses. Spanish III 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 IV** The focus of Spanish IV is to prepare students to use Spanish in realistic, contemporary real-life situations. Selected units in the textbooks ***SENDEROS*** and ***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 themes such as border security, euthanasia, vaccination, the death penalty, social justice 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 interpretive and discussion skills with the reading and watching of documentaries that explore the racial and economic diversity of the Spanish-speaking communities. The study and use of advanced grammar concepts 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*

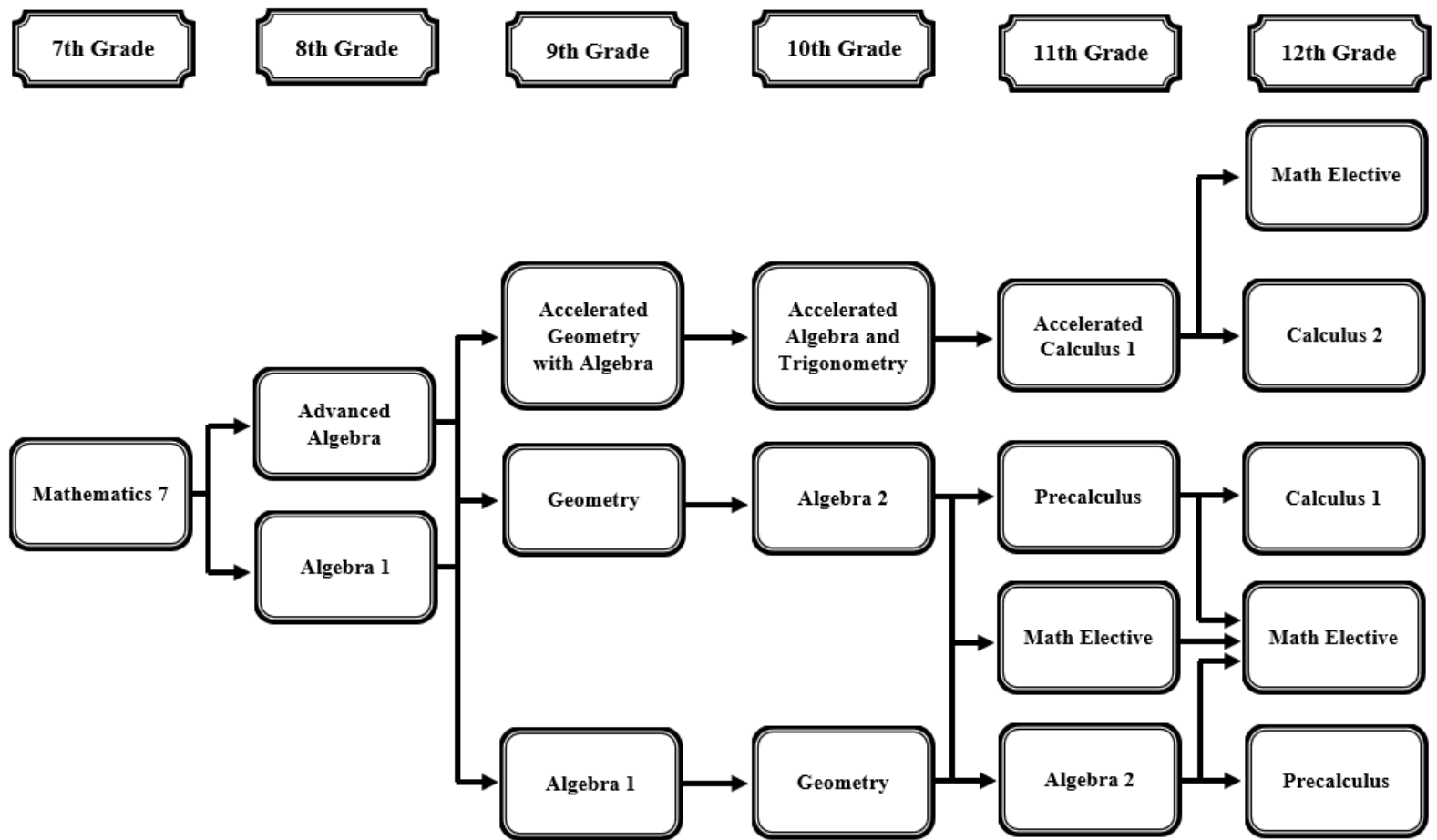
**Spanish V** The focus of Spanish V is to foster students' critical skills by exposing them to authentic situations for which they will have to apply a variety of communicative functions and the thematic vocabulary they learned in Spanish IV. Students speak Spanish at all times and they continue to advance in their interpersonal, interpretive, and presentational communication skills. With a solid understanding of most common time-frames and a strong foundation of linguistic devices, students will be prepared to be engaged in lively discussions, write compelling arguments, and analyze complex readings.

Readings, documentaries, newspaper articles, and short videos will continue to expose students to the physical, racial, economic, and ethnic diversity of the rich Spanish-speaking cultures, and it will serve as the basis for their presentations and projects. 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. The textbooks included in this course are ***SENDEROS*** and ***TEMAS***, which include the use of the accompanying online Supersite activities to reinforce class instruction. *1 credit*

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 V and VI are eligible to participate in Friends School's language and homestay trip to Spain given on odd years. *1 credit*

**Advanced Spanish** 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 unwelcome? 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 VI, 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 V, continues to offer structure to the course. Other resources may include weekly discussions on current events. By the end of the year, Spanish VI 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

# Mathematics



The Friends School Mathematics Department believes that to learn mathematics is to learn to think. We create learning environments that 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. **Prerequisite:** Successful completion of Algebra I and the recommendation of your 8th grade math teacher (for current Friends School students), or official math placement (for students new to Friends). *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 85 in Accelerated Geometry with Algebra 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. *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 85 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 85 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 scenarios and problems. Topics to be covered include voting methods and apportionment; Graph theory, including graphs, Euler and Hamilton paths and circuits, and networks and trees; the Golden Ratio and the Fibonacci sequence; and Fractals. **Prerequisite:** Successful completion of Algebra 2 or Accelerated Algebra and Trigonometry. *½ credit*

**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 for Social Justice** This course exposes students to the ways mathematics can be used both to analyze inequality in society and to promote equity and social justice. Topics will vary but may include bias in algorithms; quantitative data analysis and misuse of data; measures of economic inequality; maps and gerrymandering; and cryptography. **Prerequisite:** Successful completion of Algebra 2 or Accelerated Algebra and Trigonometry. **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*

**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*

# Performing Arts

## 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 Upper School, electives are offered in Music Theory and Ear Training, as well as Music History. 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 = ½ 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 blending in small group singing. There are 5-7 singers on each part. *1 year = ½ 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 = ½ 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 = ½ 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 = ½ 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 = ½ credit*

**Music History: Live From Baltimore** is a Music History course that features mostly traditional "classical" style periods, and possibly other modern genres. The course of study will be determined by repertoire being performed locally in three to four 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. Research Presentations are the primary form of assessment for this course. *Semester I only, 11th and 12th grades only. **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*

**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 begins with simple melodic and rhythmic skills. Ear Training II moves into advanced harmonic, melodic, and rhythmic dictation skills. *1 year = ½ 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 = ½ 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 cappella 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 performance-based 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. Tech and dress rehearsals are required for the Jazzy Nutcracker and the Spring Concert. Studio Dance 1 is open to all upper school students. At the end of the course, there is an audition to evaluate whether a student will move on to the next level or remain at their current level. Not all students move up to a higher level. This course can fulfill either a Physical Education “Plus Two” or a Fine Arts elective credit. *½ credit*

**Studio Dance 2** This performance-based course is for intermediate-level dancers who have a foundational understanding of alignment, vocabulary, and core strength. This class will review concepts for Dance 1 and also challenge 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. Tech and dress rehearsals are required for the Jazzy Nutcracker and the Spring Concert. Studio Dance 2 is open to all upper school students and can be repeated up to 4 times. At the end of the course, there is an audition to evaluate whether a student will move on to the next level or remain at their current level. Not all students move up to

a higher level. This course can fulfill either a Physical Education “Plus Two” or a Fine Arts elective credit. *1 year = ½ credit*

**Studio Dance 3** This performance-based course is for advanced-level dancers who have a sound understanding of alignment, vocabulary, and core strength. This class will move at a 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. As part of the spring concert, students will work together to create and perform their own original choreographed dance. 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. Tech and dress rehearsals are required for the Jazzy Nutcracker and the Spring Concert. Studio Dance 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, teamwork, monologues, and performance. The class also includes: relaxation, warm-up exercises, movement, voice, character analysis, and audition work. *1 year = ½ credit*

**Stagecraft** The objective of this course is to introduce the fundamental elements and principles of technical theater through hands-on learning. The course will include a brief history of 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,

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** rehearses after school during the Spring athletic season. Dancers learn special

properties building, and stage management. *1 year = ½ credit*

choreographed pieces which are performed in the Spring Dance Concert. Participation in Dance Company meets two days a week after-school, with the exception of Tech Week, which will meet every day after school. **In order for participation in Dance Company to satisfy the CORE Four athletic requirement the upper school dancer must also assist with the Middle School Dance company, which meets two days a week after school.**

## 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 (2 x cycle during L Block) -  
0.5 credit per semester

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

Restorative Yoga and Meditation (1 x cycle during L Block) - .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.) This course is available for all grades in the first semester, but only grades 9-11 in the second semester.  $\frac{1}{2}$  credit

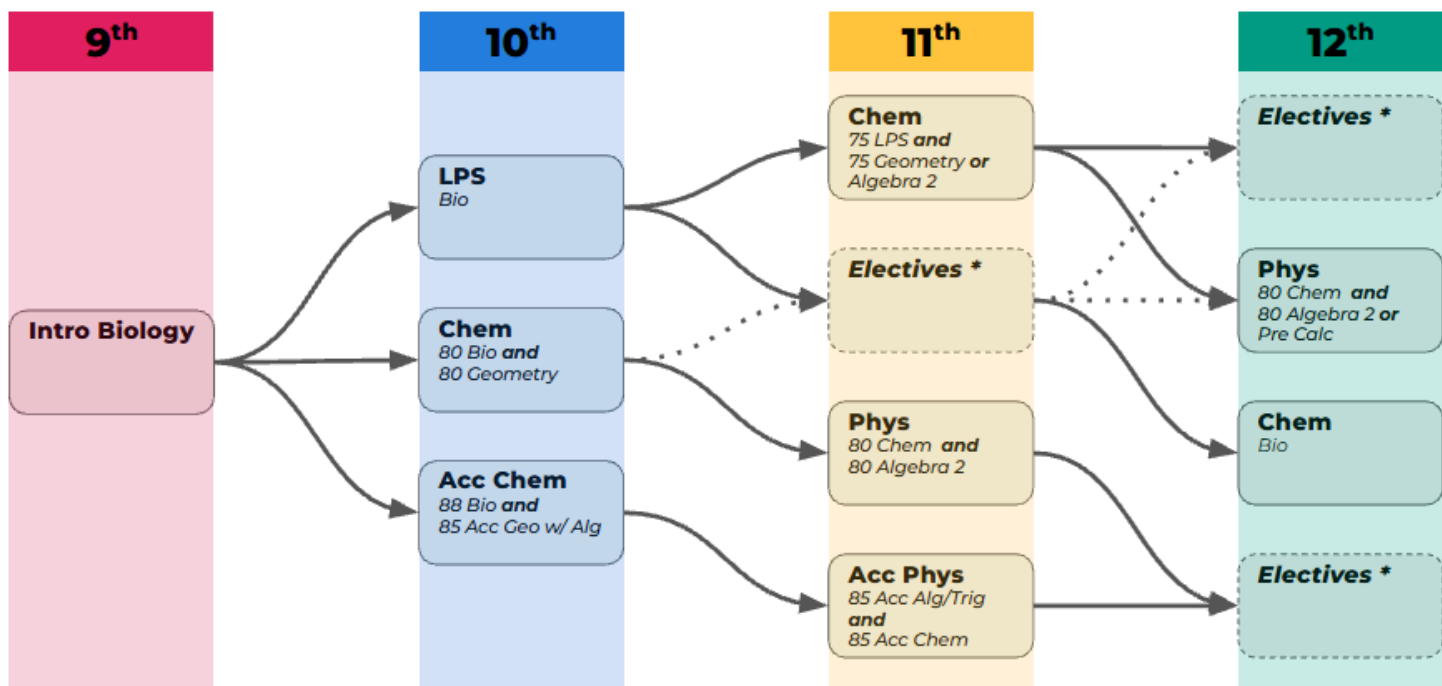
**Fitness (Physical Education) Conditioning** is a half-credit class that includes anatomy, muscle function, and conditioning program design, with an emphasis on weight training. Each class will cover the basic fundamentals of strength training, aerobic fitness, flexibility, and mobility for a well-rounded workout routine. Students will understand what muscle groups they are working

and how it can be related to their sport or other everyday activities. Each student will be expected to learn how to design an exercise regimen that best addresses their individual goals. *½ credit*

**Restorative Yoga and Meditation** The Sanskrit meaning behind the term yoga is "union". Restorative yoga is the practice of asana where the posture is held for a longer period of time compared to a vinyasa yoga class, typically for 5-10 minutes. During the practice props will be used to relax the body and reduce stress. Pranayama, breath work, will be explored a little more deeply. 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, takeaways, or reflections from the yoga practice. *½ credit*

**Vinyasa Yoga and Meditation** 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, takeaways, or reflections from the yoga practice. *½ credit*

# Science



<b>Electives</b>	<b>Advanced Biology</b> 88 Bio and 90 Chem or 85 Acc Chem and 80 Algebra 2	<b>Advanced Chemistry</b> 90 Chem or 85 Acc Chem and 88 Algebra 2 or 85 Acc Alg/Trig	<b>Adv. Enviro. Science</b> 88 Bio and 90 Chem or 85 Acc Chem and 80 Algebra 2
	<b>Genetics / Anatomy</b> Bio and Chem	<b>Ecology / Evolution</b> Bio	<b>Special Topics in Physics</b> Physics

## Petitioning

If a student does not meet the prerequisites for a course, but still thinks that they would be well placed in that course, they may petition to take the course. The petition process requires writing a reflection, successfully completing a math assessment designed for that course, and possibly completing summer work for that course. The petition process will start after quarter 3 grades are published. Please indicate your desire to petition by sending an email to your advisor, [USAcademics@friendsbalt.org](mailto:USAcademics@friendsbalt.org) and Ms. Jenkins (science department chair, [kjenkins@friendsbalt.org](mailto:kjenkins@friendsbalt.org)).

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 or Accelerated Chemistry can take Physics or Accelerated Physics or electives. Students who took Life and Physical Science should take Chemistry or Accelerated Chemistry.

In 12th grade, students can take electives, Chemistry or 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 environmental science with course and grade prerequisites.

**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.*

**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, biochemistry, cellular structures and functions, genetics, evolution and environmental science. 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 and Chemistry. 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 gasses, 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 80 or above in Geometry. For rising 11th graders: a grade of 75 or above in Life and Physical Sciences and a grade of 75 or above in Geometry or in Algebra 2. *1 credit*

**Accelerated Chemistry** This course is the more rigorous version of Chemistry, covering topics including measurement, nomenclature, atomic theory and electronic structure, periodic trends, bonding and properties of compounds, chemical reactions and stoichiometry, the physical behavior of solids, liquids, and gases, solutions, and gas laws. 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 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:** A grade of 88 or

above in Biology and 85 or above in Accelerated Geometry with Algebra. *1 credit*

**Physics** 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 80 or above in Algebra 2. For rising 12th graders: a grade of 80 or above in Chemistry and a grade of 80 or above in Algebra 2 or 80 or above in Pre-calculus. *1 credit*

**Accelerated Physics** Accelerated Physics is a rigorous, algebra-based course covering measurement, motion, forces, momentum, energy, and waves. The course will emphasize in-depth mathematical analysis of physical problems during both class exercises and laboratory experiments. This course is designed for students who have a curiosity and passion for science, thrive on academic rigor, and are capable of independent work. To be successful in this course, 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 85 or above in Accelerated Chemistry and a grade of 85 or above in Accelerated Algebra and Trigonometry. *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:** A grade of 88 or above in Biology; a grade of 90 or above in Chemistry or 85 or above in Accelerated Chemistry; a grade of 80 or above in Algebra 2. *1 credit*

**Advanced Chemistry** This is a lab-based course designed to introduce the students to new theoretical ideas and lab techniques which build upon skills established in Chemistry or Accelerated Chemistry. The labs are evaluated in terms of the student's understanding of the topics, content, experimental work, and written presentation. Topics include chemical equilibrium and kinetics, acid-base theory, introductory organic chemistry, and introductory biochemistry. While not an Advanced Placement course, the students are prepared to enter into a more advanced level program in the first year of college. **Prerequisites:** A grade of 90 or above in Chemistry or 85 or above in Accelerated Chemistry AND a grade of 88 in Algebra 2 or 85 in Accelerated Algebra & Trigonometry. *1 credit*

**Advanced Environmental Science** The Advanced Environmental Science course is designed for students interested in exploring the interdisciplinary subject of environmental science that combines ecological inquiry, an understanding of the earth and its systems, and the positive and negative impacts of human use of these systems. Students will practice skills such as ecosystem modeling, graphical data analysis, scientific text analysis, experimental design, quantitative application of statistics and formulas, and the creative and critical thinking required to consider solutions to

environmental problems. The course will have a unique focus on environmental research techniques with a goal for students to complete a self-directed, independent research project as part of their assessment in the course. This project can involve field or lab data collection and analysis methods or novel analysis of pre-existing databases, based on individual student interest in a topic of their choice. Students will be assessed through analysis of sample data, projects, lab reports, debates, and presentations designed for a wide variety of audiences. Course topics will consist of an overview of ecological principles and environmental systems, as well as human impacts on the environment such as land and water use, management of biodiversity, climate change, and environmental policy. The course will use case studies and data set analysis to connect these topics to current environmental issues. Students in the course will be able to use both the Friends campus as well as other local environments to explore these topics throughout the course. Partnerships with local organizations will enrich the scope of the topics discussed and provide context in our local Baltimore community. **Prerequisite:** 88 in Biology and 90 in Chemistry or 85 Accelerated Chemistry and 80 in Algebra 2. *1 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 that 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. **Note: This course is not offered every year. No credit; transcript designation.**

**Special Topics in Physics** Special Topics in Physics is a year-long upper-level elective course that allows students to further explore their interest in physics. Topics span the fields of mechanics, fluids, electricity and magnetism, and astrophysics. The course is a continuation of the first-year physics courses and will require use of skills learned in Physics or Accelerated Physics. The only prerequisite is successful completion of a first-year physics course. *1 credit*

**Ecology (Semester 1)** 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 dynamics of populations and communities, as well as threats to our existing ecosystems. Labs include a concentration on tree identification, water and soil health, quadrat analysis, and data entry and analysis using spreadsheets. We will take field trips to campus and off-campus locations. **Prerequisite:** Successful completion of Biology. *½ credit*

**Evolution (Semester 2)** 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. We will model the mechanisms of microevolution, including natural selection, gene flow, and genetic drift. We will learn about the origins of life on Earth and explore the history of major chapters in life's history: major extinctions, Ice Age, end of the dinosaurs, etc. We will also examine evolution in humans, as well as how humans have influenced the evolution of other organisms through artificial selection, genetic editing, and climate change. **Prerequisite:** Successful completion of Biology. *½ 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 the regular study of the social, ethical, and legal implications of recombinant DNA. **Prerequisites:** successful completion of Biology & Chemistry. *½ credit*

**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*

# Non-Departmental Courses & Extracurriculars

## **3D Modeling and Prototyping with Fusion 360**

In this yearlong course, students learn to create 3D parametric models using Autodesk Fusion 360. Students learn to model everyday objects in a 3D workspace. They begin with basic sketch and extrude model creation and progress to creating assemblies made up of multiple bodies. Students also learn how to use 3D printers to prototype their designs. Students will spend a significant portion of their class time working on a capstone project to create a finished, working prototype of a Bluetooth speaker. **Note: This course is not offered every year.** ¼ 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. **Note: This course is not offered every year.** ½ credit

## **Diversity and Social Justice Practitioner Training**

This course will focus on unpacking the concepts of identity, diversity, equity, belonging, 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 (a one day conference). Please note: This is a year-long course that meets at L Block, 2 x per cycle. Open to 10th-12th grade. ½ credit

## **Friends Forum**

Friends Forum is a program for all students in grades 9-10. 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. ½ credit

## **Introduction to Engineering & Design Thinking**

This semester-long course sequence introduces students to how the disciplines of engineering, design thinking, and creative entrepreneurship integrate with one another. In it, participants will learn how to develop an engineering research proposal, create and test a prototype for quality control, and design marketing plans for their final product, with a focus on team-building skills and creativity training. Semester 1 students will complete a project examining a potentially sustainable design solution to a local environmental problem. Semester 2 students will explore materials science and environmental impact to develop a novel sunscreen formula and the package to contain it for retail purposes. Open to all grade levels. 2X cycle ½ credit

**Introduction to Philosophy** This quarter-credit semester course will introduce students to primary sources in philosophy through diverse readings and regular discussions. Themes for the course will be selected by semester and may include inquiries in ethics, philosophical anthropology, logic, philosophy of nature, phenomenology, theology, and metaphysics. Grading will be on a pass/no-credit basis and students may retake this course one or more times. Those students wishing to investigate some topic more deeply may write a paper to earn the designation, "with thesis," on their transcript. *¼ credit*

**Junior College Seminar** is a pass/fail, semester-long required course for all students in eleventh grade. The course serves as an introduction to the college admission process, and topics include: the mechanics of undergraduate admissions, finding your fit, strategic approaches to the application process, and affordability. Students will be equipped with the contextual understandings and practical knowledge necessary for a successful college application campaign. *No credit; pass/fail*

**Senior College Seminar** is a pass/fail, semester-long required course for all students in twelfth grade. The course focuses on executing the concepts learned in Junior College Seminar during the busiest part of the application cycle for students. Topics include: application materials, essay writing and refining, applying for financial aid, and the necessary procedural steps for tracking and submitting applications. *No credit; pass/fail*

**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 questions & answers from students. *No credit; transcript designation.*

**Scholars Certificate Programs (SCP)** 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. 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. Garman, Ms. Konieczhny, 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

cooperating 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. (*1/2 credit for semester-long and arts courses*)