

SOLEBURY SCHOOL

Course Catalog

2026 - 2027

The guidelines and curriculum of Solebury School's academic program
Updated September 2026

Course Offerings for 2026-2027

At the time of publication of this document, the list of course offerings may not be complete. Solebury School reserves the right to make changes in these offerings without notice. Students wishing to pursue courses not listed in this Catalog should consult with the Director of Studies.

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Course Catalog
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The courses described in this catalog comprise Solebury School's academic program. Although each discipline teaches its own skills and its own methods, they have in common the goals of teaching you how to learn, how to solve problems, and how to become as effective a person as you can be. This is encapsulated in our Academic Mission: At Solebury School, we believe that learning is all about the student. Our distinctive and dynamic academic program guides students to discover and pursue their passions and inspires them to set and rise to rigorous expectations.

GRADUATION REQUIREMENTS

A minimum of 109 credits is required for graduation, distributed in the following manner:

REQUIRED	**RECOMMENDED**
24 English (required each trimester)	**24 English**
18 Mathematics*	**24 Mathematics**
18 World Language**	**18 World Language**
12 Science (Required: two years of core science)	**18 Science**
12 History (World History & US History required)	**18 Social Studies**
6 Arts	**6 Arts**
1 Health***	**1 Health**
Electives to bring total credits to 109	**Electives #**

* Algebra I, Geometry, and Algebra II meet the mathematics requirement.

** Students must complete three years of World Language courses with at least two consecutive years in one language.

*** Required of all students who enter Solebury before eleventh grade. Only high school Health courses will be considered for transfer credit.

\# Students who apply to competitive colleges often have 132 to 156 credits at graduation.

Every student must carry a minimum of 27 credits each year with at least 9 each trimester. Most full-year and trimester courses earn 2 credits each trimester. Most Health, Computer, and Arts classes earn 1 credit each trimester.

GRADING and ACADEMICS

Grading is on a 4-point scale:

A+ (97 - 100) = 4.333	A (93 - 96) = 4.000	A- (90 - 92) = 3.666
B+ (87 - 89) = 3.333	B (83 - 86) = 3.000	B- (80 - 82) = 2.666
C+ (77 - 79) = 2.333	C (73 - 76) = 2.000	C- (70 - 72) = 1.666
D+ (67 - 69) = 1.333	D (63 - 66) = 1.000	D- (60 - 62, lowest passing grade) = 0.666
F (59 or lower) = 0.000		

Four other grades are possible: P = Pass; NG = No Grade (used for audits); W = Withdrawn; and I = Incomplete. P, NG, and W are not used in grade point average computations. The grade of I is converted to an F if the work is not made up within the deadline specified by the teacher. Grade point average computations are withheld until the Incomplete is converted to a standard (A to F) letter grade.

GRADE WEIGHTING

Students who undertake more challenging programs are rewarded in the computation of their grade point average. Honors and AP courses are weighted at Solebury School. The bonus will not be added to the course grade itself, but will be used in calculating the grade point average. The Honors bonus will be 0.333 and the AP bonus will be 0.666.

Honors and Advanced Placement (AP) courses will move at an accelerated and generally pre-determined pace. Teachers will not have the luxury of slowing the pace or providing inordinate extra help to remediate students who struggle beyond the norm. Seeking additional help in conference or through tutoring is the responsibility of the student. Occasionally, students request to take a course for which they were not recommended. In that event, the student will be contacted by the Director of Studies who will ask the student to share their rationale and to explain how they will address the added challenges. The student may also be asked to complete other, extra work, like providing a writing sample. Once that information is submitted, the current teacher, the receiving teacher, the department head and the Director of Studies will decide collectively whether the student is allowed to enroll in that course.

All students enrolled in an AP course are required to take the AP exam. Not completing the exam will result in the "AP" designation being removed from the course title on the student's transcript and a reduction of the grade weighting bonus from 0.666 to 0.333.

COURSES with SPECIAL DESIGNATIONS

Honors (H), Advanced Placement (AP), Global Education (G), and Social Justice (SJ)
(This is a sample of classes with these designations. Not all will be offered in 2026-27)

English and History

World History 9 (G, SJ)
Honors World History (H, G, SJ)
Ethics (G, SJ)
Honors Ethics (H, G, SJ)
US History (SJ)
AP US History (AP, SJ)
Honors US History (H, SJ)
AP World History (AP, G, SJ)
AP US Gov't and Politics (AP)
AP English Lit & Composition (AP)
AP English Language (AP)
Honors English 10 (H, G)
English 10 (G)
Honors English 9 (H)
Psych: Theoretical Roots (G, SJ)
Honors Psychology (H, G)
Reading & Writing Poetry (H)
Afr. Amer Exp. Recon to WW2 (SJ)
Civil Rights through Film (SJ)
Addressing 21Cent Inequalities (SJ)
Diversity & Culture Share (G, SJ)

STEM

AP Biology (AP)
AP Calculus AB, BC (AP)
AP Physics I (AP)
Honors Anatomy (H)
Honors Calculus (H)
AP/Honors Chemistry (H)
AP Comp Sci A (AP)
AP CS Principles (AP)
AP Statistics (AP, SJ)
AP Envi Science (AP, G)
Statistics (SJ)
Honors Geometry (H)
Honors Alg II & Trig (H)
Honors Pre-Calculus (H)
Multivariable Calculus (H)

Arts

Art History (G)
Elite Ensemble (H)
Jazz Roots (H)
Ear Training & Music Theory (H)
AP Studio Art (AP, G)
Honors Ceramics (H)
Diversity & Culture Share (G, SJ)
American Pop Music (SJ)

World Languages

Spanish Conv. & Culture (G, SJ)
AP Spanish Language (AP, G)
AP French Language (AP, G)
All Language classes (G)

ACADEMIC HONORS

A student is awarded Academic Honors for the trimester if s/he earns a grade point average of 3.00 (B) or higher. A student is placed on High Honors if s/he earns a grade point average of 3.66 (A-) or higher. However, no student will be given Honors or High Honors recognition if a grade of D+ or lower is entered for that trimester.

ACADEMIC WARNING

A student who is failing a course (F), who has received an Incomplete, or who has two or more grades below C is placed on the Academic Warning List. The Academic Warning List is prepared five times a year; however, a teacher may issue a warning at any time. The Director of Student Support and Wellness will schedule a meeting with all students placed on Academic Warning, along with the student's advisor, to debrief what went wrong and help determine a better path forward. Students on Academic Warning automatically lose any privileges they may have earned or are entitled to, may be given special study conditions, and remain on Academic Warning until the next time grades are formally collected. Students who withdraw from a class with an Academic Warning range grade (C- or lower) are placed on Academic Warning for the remainder of the trimester.

ACADEMIC HONESTY

It is intellectually dishonest and unfair to submit as one's own the words, ideas, corrections, data, solutions, or opinions of another. Because intellectual honesty is the basis of scholarship, plagiarism and other forms of cheating cannot be tolerated in an academic community. Violators of the principles of Academic Honesty will face serious consequences that may include expulsion. Any student who facilitates an act of academic dishonesty has committed the same offense and thus will be subject to the same penalty as the violator. For a detailed discussion of these issues and consequences, please refer to the Solebury Handbook.

EARLY GRADUATION

Occasionally a student is so far advanced in several disciplines that s/he will be ready for college a year early. Such students have completed all requirements, exhausted all the opportunities of our curriculum, and essentially would have nothing to gain by a further year of high school. In those extremely rare cases, students may petition to skip the sophomore year of high school, rather than the junior or senior year, because the college search process (including PSAT's, SAT's, etc.) is distorted by foreshortening, to the student's disadvantage. Such planning, therefore, needs to be done very early.

The Director of Studies will not approve this plan if the student will be only minimally prepared for college. It is always wiser to remain in high school and be maximally prepared for college.

ATTENDANCE POLICIES

ADD/DROP POLICY

Each trimester, students may add or drop courses until the fifth day of classes. After that point, it is no longer the student's prerogative to make changes. In rare cases, however, the Director of Studies may grant exceptions after consulting with the teacher and student's adviser. Class sessions missed due to late enrollment still count against the Attendance Policy so it is wise to learn as much as possible about each course prior to enrolling.

Permission to withdraw from a course may in some cases be granted by the Director of Studies after the drop/add period is over; however, a student may not withdraw solely to avoid a failure. A withdrawal appears permanently on the student's record (W), but does not affect the student's grade point average. A student who withdraws from a class with an Academic Warning range grade (C- or lower) is placed on Academic Warning for the remainder of the trimester.

PLANNED ABSENCES FROM SCHOOL

Missing class is detrimental to students' academic work. They miss important material, lose the opportunity to ask questions, and often fall behind on tests and quizzes. While some of this work can be "made-up" (i.e. readings can be done at home and quizzes taken at a different time), many aspects of a class simply are lost. Science labs, for example, cannot be recreated for one student and class discussions or lectures cannot be reconstructed no matter how many conference periods are attended. We do not ask our teachers to be responsible for remediation of a student who has missed school. Furthermore, most courses at Solebury include class participation in calculating an average and absence from class weighs negatively in this area.

When students miss school, no matter the reason, they must realize that they are risking their academic success.

We recognize, however, that occasionally situations arise that may necessitate an absence. When that happens, families need to request permission from the Dean of Students (and the College Counselor if the absence is for college visits) at least two weeks in advance. Even with this advance warning, the aforementioned difficulties still apply but there will be no punitive consequence. If the request is made less than two weeks in advance, Solebury School may treat the absence as unexcused.

COLLEGE VISIT PROCESS

Visiting colleges is essential. Ten minutes on a college campus talking with actual students will reveal more about the school than reading an entire admissions catalog. Schedule as many visits during Solebury vacations as possible, and try to visit when the college's classes are in session. Summer visits are also encouraged to help minimize absences from Solebury classes. Some colleges offer Saturday tours and interviews during the academic year. In addition, we do recommend staying overnight during the college's academic year because this is an excellent way to experience campus life. Many schools have overnight hosts to facilitate this process.

In order to be excused from school for a college visit, students must meet with the College Counselor to discuss their plans and fill out the College Visit Form. At least two weeks before their visit, students must have each of their teachers sign the form and then must return it to the College Counselor. After their visit, students must provide written verification on college letterhead to the college counselor, confirming the date and time of their visit. If students do not follow this procedure, they risk having any absence treated as unexcused.

CLASS ATTENDANCE POLICY

Attendance in class is a requirement of all Solebury courses. Since missing an 80 minute class period will have a significant detrimental effect on learning, our attendance rule states that, in any trimester, students may not miss more than four class meetings for reasons other than those listed below.

If a student accumulates more than four absences in one class, in one trimester, Solebury may withhold credit for the course.

Absences due to religious observations, absences for school obligations (such as sports, field trips, approved college visits or AP exams), approved absences for health reasons, or any absences while the student is on an approved leave of absence are not counted towards the absence limit. Absences that occur before a class was added to a student's schedule will not count towards the absence limit. Arriving 15 minutes late to a class will be considered an absence.

Outside of the types of absences listed above, at 3 absences in one class (excluding any of the exceptions listed above), the Assistant to the Dean of Students will email the student, parents, teacher, and advisor notifying them of their status, our policy, and the process for any future absences.

SENIORS

In order to qualify for a diploma, a senior must pass all courses attempted or make up the credit. A senior who fails a trimester course in the fall or winter may make up the lost credit by taking an additional trimester course in the following trimester. Failure of a full-year or spring trimester course must be made up in an approved course at an accredited summer school.

Senior Capstone Experience

Beginning mid-May, Solebury seniors can take part in an on- or off-campus Senior Capstone Experience. Under the guidance of the program's Co-Directors, students may work as apprentices or volunteers, conduct independent research, or pursue creative projects. To qualify, seniors must be in good academic and social standing and have completed all application requirements, including submitting a proposal. All coursework for participating seniors ends the Friday before the Capstone begins. Students must return to campus for the Senior Capstone Experience celebration in early June, when they will present their work to the Solebury community. Please note that in order to participate, students must be passing their classes for the third trimester by the Friday before the Capstone begins.

Guidelines and Overview

The Senior Capstone Experience is available to all boarding and day in good academic and social standing (see requirements below) to spend the final three weeks of school exploring a career path or personal interest. The Senior Capstone Experience requires that the student be actively involved in the learning experience—not just going to someone's office, for example, and stuffing envelopes or answering the phone. Typically, we have students who partner with mentors in various areas of health care, politics, agriculture (for example, a veterinarian or an organic farmer), among other fields. In order to allow/help students who are boarders to take part, it should be noted that some boarders will be allowed to remain in the dorms during the Senior Capstone Experience.

Academic and Social Requirements:

The student must be in good standing (not on academic probation; passing their classes) and must fulfill all non-academic obligations

The student must be in good social standing. If a student is brought before the Judiciary Committee for a major violation, their Senior Capstone Experience may be modified or subject to cancellation.

Additional Requirements:

All students must submit a proposal for their intended Senior Capstone Experience that must be approved by the program leaders.

All students must receive parent/guardian permission for their experience.

All students need a sponsor who agrees to act in a supervisory or leadership role during the student's experience.

Students must document their Senior Capstone Experience each week through written and video journals and submit those updates to their Capstone leader.

Students may not earn money for the work done during the Senior Capstone Experience without approval from the Senior Capstone Experience leaders.

Students must be able to showcase their work at the Senior Capstone Experience Showcase at the end of the trimester.

FEATURED PROGRAMS

WRITER IN-RESIDENCE

Solebury's Writer-in-Residence Program brings a working writer into the heart of our academic community, offering students, as well as the outside community, the rare opportunity to write alongside a practicing author. This year, the program offers two evening workshop courses: *The Art of the Novel* will be offered in the fall, and *The Art of Creative Nonfiction* will be offered in the spring. Descriptions for both courses can be found under the English Department's course offerings. Small by design, these courses create a unique learning environment where writers of different ages, backgrounds, and experiences share the page and push one another's work forward.

Meet our Writer In-Residence: Jonathan Miles P'22, P'24, P'26

Jonathan Miles is the author of the novels *Dear American Airlines* and *Want Not*, both *New York Times* Notable books, and the novel *Anatomy of a Miracle: The True* Story of a Paralyzed Veteran, a Mississippi Convenience Store, a Vatican Investigation, and the Spectacular Perils of Grace*, which was the featured selection for the American Library Association's Book Club Central. His latest novel, *Eradication: A Fable*, was published by Doubleday in 2026, and was hailed by the *Washington Post* as an "instant classic." His work has been translated into more than a dozen languages and his journalism, essays, and criticism have appeared in a wide variety of publications including the *New York Times*, where he served as a columnist. In 2024 he toured as a multi-instrumentalist in the band of the Grammy-winning artist Jon Batiste.

ACADEMIC CONCENTRATIONS

GLOBAL EDUCATION CONCENTRATION

Rising 9th and 10th grade students may choose to declare a focus in global education. This concentration aims to cultivate globally-minded young adults by providing a path for them to deeply engage in and reflect upon global academic courses, cultural events, service learning, travel immersion experiences, and an independent study. **Global Education Coordinator: Lucienne Knight**

STEM (Science, Technology, Engineering, Mathematics) CONCENTRATION

The STEM concentration at Solebury School gives students an opportunity to go beyond the classroom offerings and dive into their STEM interests. Students choose the path that works best for them to complete the concentration. This includes independent studies, looking at STEM careers and networking with professionals, being engaged in clubs and special events on and off-campus, and taking a wide variety of STEM classes with the guidance of the concentration coordinators.

This concentration is geared towards students who want to have enriching experiences in STEM during their course load at Solebury. Students will work with the STEM Concentration Coordinator to design a variety of experiences that students will find challenging and engaging. Students will then submit the activity that they completed to keep track of their progress. We believe that STEM students should have experiences that relate the work in STEM with other departments within Solebury to make a well-rounded student while increasing the exposure of the student to STEM.

Students are encouraged to declare their interest to the STEM Concentration Coordinator in the spring of 9th grade to ensure adequate time to complete all requirements prior to graduation. **STEM Concentration Coordinator: Jason Spicer**

SOCIAL JUSTICE CONCENTRATION

The Social Justice Concentration is designed for students who wish to explore issues of equity, whether focused on economics, race, gender, the environment, or any host of justice concerns. Students may be drawn to the concentration because of interest in civil and human rights, including but not limited to anti-poverty work, healthcare, food insecurity, prison reform, or voting rights. This concentration includes both academics and activism. Students are required to take a certain number of courses to fulfill the academic requirement, and are expected to participate in and lead activities. These will include school-based clubs, presentations to the school community, service rooted in social justice, and a capstone project.

The goal of the concentration is to encourage students to participate in their local and global communities through activism, volunteerism, and learning. They will then be in a position to be leaders at Solebury to educate and organize. Students will also learn through the qualifying courses offered that are relevant to social justice. Ultimately, students passionate about a cause will be able to deepen and expand their knowledge, and then share with the Solebury community. **Social Justice Concentration Coordinator: Hanna Howe**

THE ARTS CONCENTRATION

The Arts Concentration is designed to recognize and celebrate Solebury School students who are passionate about artistic expression and want to delve deeply into one or more areas of Visual, Performing, or Literary Arts. This concentration will emphasize the importance of creativity, experimentation, collaboration, originality, and authentic artistic voice, while also fostering critical thinking, consistent practice, and communication skills.

Students design a personalized path of coursework, independent projects, and outside experiences that reflect their individual creative interests and goals, culminating in a clearly articulated Artist's Statement, online portfolio, and senior capstone project that showcases their growth and contributions to the school community. Open to rising 9th and 10th graders, students interested in participating are encouraged to declare their intention during the spring of 9th grade to ensure adequate time to complete all requirements.
The Arts Concentration Coordinator: Michael Knapp

ENGLISH

Solebury's English teachers are devoted to the ongoing work of striving for equity in our teaching and learning. Students are asked to probe texts and challenge ideas, and our goal is to establish an environment where students feel safe and emboldened to bring their authentic selves to the learning process. We strive to provide content that both reflects and evolves the mindsets of our diverse student body and that propels the critical skills students will carry with them for a lifetime of intelligent, informed, empathetic, and original reading, writing, thinking, and action.

English is required every term. The core curriculum is supplemented by an array of electives inspired by faculty and student interest. Our honors and AP level courses are designed to challenge students to stretch and grow as thinkers and writers. These courses carry more content volume, move at a faster pace, and require mastery of prerequisite skills as well as internal motivation on the part of students in order to find success. Our hope is that the students who elect to take these demanding courses do so with a genuine love of learning and the subject matter. Students taking honors and AP classes are not guaranteed high grades, but they are guaranteed growth, challenge, and enrichment if they fully engage with the material.

Across all grade levels and designations, students are asked to write in many genres. Examples include: expository writing, free writing, creative writing, journal writing, playwriting, persuasive writing and poetry. We teach writing as a process, and guide students through the multi-stage experience of pre-writing, editing, revision, and proofreading. More than anything else, reading and writing are skills of practice, and we provide ample opportunities for students to grow and strengthen their abilities by doing so class to class and year to year.

If you have any questions about Solebury School's English Department, please contact department chair Zack Arrington at: zarrington@solebury.org

YEARLONG COURSES

Core English 9: An Introduction to Literary Genres & Analytical Writing: Students in this course will develop themselves as keen readers of literature through a focus on fiction, poetry, and drama. In addition to reading long-established canonical texts representing each genre, we will also consider contemporary authors working to further those genres today. Through these multiple genres, we will analyze and connect persistent themes across the texts to help us answer: Where does the individual belong in society? How is the human condition presented? Where do we see writers challenging – or adhering to – the societal expectations of the time? Students will also be asked to hone their own creative and critical, analytical writing skills in multiple genres. We will employ a process-based composition model that encourages thoughtfulness and preparation. Recognizing at all times that writing is rewriting, students will work on editing and revising their compositions using a workshop-style model. We will also work on building our fluency with grammatical conventions and vocabulary with consistent instruction and practice. Throughout each unit, students will also refine their discussion and discussion preparation skills, habits of research and citation, and how to expound beyond evidence to demonstrate their own inferential thinking abilities. **Required –** *6 credits*; mandatory summer reading assignment and reflection.

Honors English 9: An Introduction to Literary Genres & Analytical Writing: In Honors English 9, students are introduced to the various elements of poetry, drama, short and long fiction, and the craft of process writing. As we develop close-reading skills and master the vocabulary of literary inquiry, we will consider the ways in which individuals, communities, values, and journeys interact, mesh, and conflict. We will also explore the ways in which human beings struggle to create identity, often from a variety of complex factors, and consider how humans develop an internal system of meaning for their lives, influenced by both their own experiences and by the values imposed by society. Classes will consist of

discussions, research, independent projects, group work, and a workshop-approach to developing formal essays and creative pieces in a variety of modes. Honors students will also demonstrate their knowledge through on-demand writing exercises. Throughout each term, students will also have ample opportunity to refine and develop their organizational habits, discussion preparation and execution, and methods of research and citation. In the Honors section, students are expected to participate meaningfully in daily discussions. Students are also expected to read more substantial sections of text independently, oftentimes assigned for homework (For example, a student may be assigned 10-20 pages of reading and thoughtful annotation for homework). Students entering the Honors English 9 classroom already have a strong grasp of formal essay writing; they demonstrate a solid understanding of English conventions and mechanics. ***Honors,*** *Prerequisite: A- or higher in 8th grade English class, 6 Credits* -- mandatory summer reading assignment and reflection, and a written teacher recommendation.

Core English 10: World Literature: The primary goal of Core English 10 is to encourage students to engage with literature that is often overlooked due to the nationality, ethnicity, race or gender of the author. Through novels, short stories, and poetry this course explores modern world literature, history, and culture. For example, students will read a novel by a Nigerian author as we consider colonialism, and short stories by Latin American and European authors as we consider the history of surrealism and modernism in the 20th Century. In English 10, students are pushed to read actively, to acquire useful vocabulary, to gain command of relevant grammar skills, and to write analytically and creatively. Students can expect to read 25 pages or more per class, and students are asked to share their ideas about texts through various types of reading responses and discussions. In English 10, the hope is that students will advance their English skills, become interested in the literature and lives of other people, and reflect on their own lives. Required, Global Education Concentration, 6 Credit -- mandatory summer reading assignment.

Honors English 10: World Literature: *Honors English 10* is a world literature course that has the same goals as the Core English 10 course. Students interested in the Honors version of English 10 should want the following: to read up to 35 pages per class; to move through the Core English 10 grammar and writing skills as well as additional grammar and writing skills; to take on a variety of writing challenges that will push students to hone their skills; to master more vocabulary, both as a group and individually, than that taken on in the Core course; and to learn an advanced vocabulary useful in the analysis of texts. Thus, the Honors English 10 course expects extra effort and a greater time commitment from students. Honors, *Prerequisite: recommendation of teacher and an A- or higher in English 9 or a B+ or higher in honors English 9*. Global Education Concentration, *6 Credits* -- mandatory summer reading assignment.

Core English 11: American Literature: In English 11, students will read classic and contemporary works by American writers, develop their reading and discussion skills, and engage with a variety of writing assignments, ranging from traditional five-paragraph essays to experimental poetry. Moving through American history, students in English 11 will read a wide range of literary works, including Indigenous myths, Harlem Renaissance poems, and a Lost Generation novel. An emphasis will be placed on practicing writing skills, as students learn to employ literary techniques and improve the clarity and cohesiveness of their written expression. Students in English 11 should be capable of reading up to 30 pages of a novel per class, comfortable analyzing and discussing texts, and have familiarity with essay writing and creative writing. This class is designed to expose students to American Literature while helping them become more careful readers and more confident writers. ***Required****, 6 Credits* -- mandatory summer reading assignment.

Honors English 11: American Literature: English 11 Honors is designed for students who already have a love of language and literature, and want to challenge themselves further in the field. Through this exploration of different literary styles, genres, and voices, students will discover what is distinctive about American literature and how it grows out of our language, culture, and history. Students will read classic and contemporary works that reflect the diversity of American experience and culture. In addition, students will be encouraged to expand their vocabulary, embrace the writing process, and hone their writing skills by writing journals, papers, and creative assignments. Although an attempt will be made to align some of the reading selections in this course with the AP U.S. History curriculum, enrollment in that course is not a requirement for success in this one. ***Honors,*** *Prerequisite: recommendation of teacher and an A- or higher in English 10 or a B+ or higher in honors English 10. 6 Credits* -- mandatory summer reading assignment. [Not offered in 2026-27]

AP Language and Composition: This course will challenge students with college-level content and approaches. It will require a high volume of reading and writing, and the ability to engage in high level discussion and assessment. The focus and practice of the class is on close reading, especially for rhetorical skills and devices. Students will be challenged to learn to identify the many means by which writers make their cases and persuade readers. Partly for this reason, much of the material we read will be non-fiction, including speeches, articles, essays, and other primary sources. As an eleventh grade class, we will draw primarily from American texts in order to align in part with the eleventh grade social studies sequencing of American history. As a seminar style class, there will be plenty of class discussion to process the material and skills we are learning. Students will also take a variety of assessments to monitor their progress including tests, quizzes, papers, and projects. In addition to honing analytical reading skills, students will also be asked to try their hand at using the many means of persuasion we study in their own writing. While the work in this class is geared toward success on a culminating exam in the spring term, the applications of the skills will be manifold, including college-level writing and clarity of thought and communication in a professional setting. Students earning a 3, 4, or 5 on the exam may qualify for college credit or advanced placement by colleges they attend. ***AP,*** *Prerequisite: recommendation of instructor and an A- or higher in Core English 10, or an B+ or higher in honors English 10. 6 Credits* -- mandatory summer reading assignment.

AP English: Literature and Composition: Students enrolled in AP English Literature & Composition will be introduced to the rigors and pleasures of a college-level literature course. In order to prepare students for the breadth of material included in the AP exam, we will consider works of literature from a wide array of periods, movements, cultures, and genres. We will also refine our critical lexicons through an extensive engagement with literary terminology. By developing fluency with that terminology, we will be better prepared to participate in the ongoing conversation of literary study. While the backbone of the course will be thoughtful discussion, students will be asked to complete a number of in class writing exercises similar to those encountered on the exam. In addition to these in class writing assignments, students will compose more refined essays and responses out of class exhibiting the thoughtfulness, structure, and strength of argument necessary for successful writing. Students earning a 3, 4 or 5 on the AP English Literature and Composition examination may be offered college credit and/or advanced placement by the colleges they attend. ***AP,*** *Prerequisite: recommendation of instructor and an A- or higher in Core English 11, a B+ or higher in honors English 11, or a B+ or higher in AP Language & Composition. 6 Credits* -- mandatory summer reading assignment.

Foundations English: Our 9th - 11th grade level Foundations English classes are designed specifically for students who struggle with language-based learning tasks. The classes are taught in a small group setting by an English teacher who is also a Learning Specialist, and specifically designed to meet grade-level English curricular goals while addressing each student's individual learning needs. To build on strengths and bolster weaknesses in reading and writing, the English Foundations teacher differentiates instruction and paces assignments to provide appropriate support for developing skills and academic

growth. Space is limited, and admission into the program is dependent on academic screening and noted challenges. There is an additional fee for this class. *6 Credits*

*Students who need additional support surrounding executive functioning may opt to apply for both Foundations English and Bridge. Please see the Learning Support program section for additional information about Bridge

FALL TRIMESTER COURSES

Personal Essay Writing: Each of us carries countless stories, memories and experiences waiting to be told. This course helps students transform those stories into vivid, meaningful personal essays. Along the way, students will develop essential writing skills, learning how to craft narratives that are both compelling and well-structured. While the course emphasizes the art of personal storytelling, it is also designed to support the college application process. Students will work toward completing their main personal statement and supplemental essays through brainstorming exercises, targeted prompts, and extensive revision. By the end of the trimester, students will have a portfolio of polished essays ready for submission and a deeper understanding of how to tell their own stories with clarity, skill, and impact. *2 Credits*

Honors Private School Literature: If one of the reasons we study Literature is to discover what it is able to tell us about a particular culture, then this course is about you. We will spend the trimester studying texts related to private school life and assess whether the values and culture represented by these texts are fair or useful. Texts we read will include both classic titles such as *A Separate Peace,* as well as more contemporary works like *Good Girls Lie* by J.T. Ellison. We will also view and discuss classic films such as *Rushmore* and *Dead Poets Society.* Students will be assessed through their engagement with these texts in written assignments, as well as their engagement in class discussion. Students will also be asked to write about their own experiences as part of a private school community. ***Honors.*** *2 Credits*.

The Art of the Novel: This course is for driven writers wishing to attempt the pinnacle of narrative art: a novel. Students will conceive an idea for a short novel with the aim of finishing it in the trimester, all the while learning how to train the ear, the eye, and the mind for the sustained rigors of novel-writing. This class will be offered in the evening, meeting one night per week. It is open to Solebury students as well as the outside community so it will include a mix of students and adults. *Prerequisite: Requires a teacher recommendation. 2 Credits.*

Public Speaking I - Introduction: The purpose of this course is to prompt students to acquire the techniques and methods of formal speaking and presentations and to develop the ability to speak extemporaneously. Students will be introduced to psychological techniques for handling performance anxiety and the importance of preparation and planning. The students experience a variety of practical applications and at least five different types of speeches including: an "Ice-Breaker" (about oneself); Speaking in Earnest; Organizing a Speech; "Wordsmithing" Speech; "All Hands on Deck" Speech; and Vocal Variety Speech. **This class may also be taken for History credit**. *2 Credits*.

Science Writing: The genre of science writing involves texts that strive to explain complex scientific information and ideas (technical, medical, etc.) to a general audience. Work in this genre, and therefore in this course, includes in-depth research into scientific topics and the synthesis of complex concepts and ideas into accessible and entertaining mediums such as magazine articles, essays, videos, and more. From interviews to archives, students will be asked to do several different kinds of research. They will also try their hand at different kinds of written mediums and read extensively in the field. The main texts for this

course will come from sources such as Scientific American, National Geographic, and *Best American Science & Nature Writing Series*. ***Arts Concentration. STEM Concentration.*** *2 Credits.*

WINTER TRIMESTER COURSES

Journalism: Get the facts. Uncover the truth. Write clearly, concisely, and skillfully. These are the goals of this class designed to offer students a crash course in journalism. In this writing-focused elective, students will learn how to structure an article, develop reporting skills, find reliable sources, conduct successful interviews, and write articles that are accurate, creative and informative. In this course, the emphasis is placed on writing. Yet we will also read news articles to study the best examples of journalism today and discuss various topics, including the history of journalism, the evolution of the media, and journalism ethics. Overall, students will gain important and applicable skills as they learn how to ask questions, talk to people, get answers, conduct research, organize information and write clearly. Essentially, students will discover that the skills that make you a good journalist will also make you a stronger student and a stronger writer. *2 Credits*

Honors Poetry Workshop: What is poetry? Why read poetry? What does poetry have to do with me? What impact does poetry have on society? These questions and many more related to difficulty and value of understanding poetry are the subject of this course. By studying a variety of poetic terms, styles, and forms, students will gain a sophisticated understanding of the complex elements involved in reading and writing poetry. Students will read and analyze a variety of classic and contemporary poems and also try their hand at composing their own poetry. Assessment will be based on presentations, papers, projects and original poems. ***Honors*** *2 Credits*

The Story of Food: Reading, Writing, Eating: In this elective, students will examine the food system: where it comes from, how it's prepared, what it means, and what role we play in it. Topics will include sustainability, agribusiness, cultural representation, sensory experience, and culinary exploration. Through a blend of literature, journalism, and creative non-fiction, students will uncover the narratives woven into our food choices and consumption habits. From dissecting food labels to analyzing food-related media, students will develop critical thinking skills while exploring ethical dilemmas of food production. Beyond a deep, respectful engagement with the material, students will be expected to demonstrate their mastery through independent research, group projects, quizzes, essays, presentation and creative writing. *2 Credits,* **STEM Concentration.**

Diversity and Culture Share: This is a performance class designed to celebrate the diversity of cultures represented by each person enrolled. Share a song, a poem, a short story, a dance… In this class, students will explore and exchange their personal stories and those of their ancestors through music, dance, poetry, song, and storytelling. The performance aspect of this class will be cultivated from a regular practice of sharing with each other, then in collaboration with the End of Trimester music and dance concert. Grading is based on attendance, regular participation, and the personal growth that tends to happen when we humans listen to and learn from each other's lived experiences. This class is open to all who are interested or curious. *2 Credits*, **Global Ed and Social Justice Concentration**. <u>This class may also be taken for Art credit</u>.

Back to the Wild: From the earliest historical record there is evidence that people have looked to "wildness" as curative and restorative, inspiring and spiritual. In this course, we will explore this pattern in human thought in the past, in modern society, and in our own lives. We will examine fiction, non-fiction, poems and lyrics that feature characters who are looking to "the wild" for guidance or salvation; we will look at modern debates about wilderness; and we will certainly use, at times, the actual outdoors in our class activities. *2 Credits*

The Essays of James Baldwin: What does it mean to tell the truth? How do we witness and experience our own era? What responsibility does a writer have in times of social and political crisis? To investigate these questions, students will explore one of the most powerful voices in American literature: James Baldwin. Using essays from his collections The Fire Next Time and Notes of a Native Son, this class will examine Baldwin's insights on race, identity, justice, and the role of the writer in society. Students will examine how voice, observation, and reflection function to produce an authentic final product. Then, they will put these lessons into practice to produce clear, honest writing that connects Baldwin's observations to contemporary issue. **Social Justice Concentration**s. *2 Credits*

Public Speaking II: The Psychology of Performance: The purpose of this class is to take a deep dive into performance psychology that addresses issues of optimal performance across a wide range of fields. Optimal performance can be improved through practice, but can also be enhanced via psychological methods by addressing "self-interference" and mental barriers. Major performance arenas include: sports and the performing arts (which includes music, dance, and theatre arts); and, of course, public speaking or presenting. Some common psychological concerns include the management of optimal performance, performance arousal, focus maintenance, competition and perfectionism. The students experience a variety of practical applications which involve demonstrations, but will also include informative, persuasive and inspirational presentations. **This class may also be taken for History credit**. *2 credits*

Literary Publishing: In this course, students will research and study several areas and methods of publication, from various modes of self-publishing, to larger scale professional publishing. Relevant texts will include such genres as zines, blogs, and magazines, as well as literary journals and books. We will also explore several writers' resources, such as literary contests and *The Writers' Market*. This course is appropriate for any student curious about the varied world of literary publishing, whether brand new to the concept, or looking to build or add to an existing literary portfolio. Students will be required to do in-depth research, creative writing, and professional writing. Throughout the term students will work to build a final portfolio that is a reflection of their work throughout the term. ***Arts Concentration.*** *2 Credits*

SPRING TRIMESTER COURSES

Short Story Writing: Do you love to write? Or, perhaps after years of writing academic essays and research papers, do you want to just cut loose and try something different? In this class, we will explore the art of short story writing. We will read short stories and examine what makes a good story compelling, gripping, entertaining and affecting. We will also attempt to write our own stories that are compelling, gripping, entertaining and affecting. To do this, we will play writing games, write flash fiction, and discuss various writing techniques and strategies, including how to build believable characters, develop meaningful plots, and use artful language. Anyone can take this class, but it helps to enjoy writing, appreciate good fiction, and possess a willingness to take creative risks. The goal of the class is to indulge your creativity, let your imagination run wild, and introduce you to the art of fiction writing. *2 Credits*

Podcasting: This course is designed to help students become better communicators and storytellers through learning how to write, produce, and create podcasts. Students will learn about the medium of podcasting and how to tell their own stories in sound. The class will include lessons on storytelling, interviewing, researching, writing for the ear, and developing a "radio voice". We will also spend time listening to and deconstructing great podcasts. Yet the primary objective of the class is to offer students a hands-on workshop for making original podcasts. The class is project-based, and students will be invited to experiment with creating scripted narrative podcasts, interview podcasts, documentary-style podcasts, fiction podcasts or free-form conversational podcasts. *2 Credits*

Honors Literature of Satire: In this elective, students will explore dark humor and political critique through the literary form of satire. We will examine the portrayal of conflict, peace, and human fallibility through a wide range of texts by authors including Joseph Heller, Kurt Vonnegut, and Mark Twain. Through class discussions and written analysis, we will build an understanding of what makes cultural discourse meaningful, persuasive, and actionable by questioning the role of storytelling and the limits of humor. Beyond a deep, respectful engagement with the material, students will be expected to demonstrate their mastery through quizzes, essays, presentations, and creative writing. *2 Credits, Honors.*

Bird by Bird: Ornithology: If you are fascinated by birds, take this course. If you have never thought much about birds, take this course. Birds have inspired and fascinated people for eons. They have been central links between people and the natural world; they have been important figures in our mythologies; they are symbols of nations; they are mascots of sports teams and schools. The first symbol on our crest is the owl, the bird associated with the wisdom of Athena. In this course, we will examine bird flight, migration, anatomy, behavior, song and communication—not only in the classroom, but out in the field. We will also read and write the world of birds. Students can choose to write in the realm of fiction, or of essay, or of research. Explore a new world! Get outside in the spring! Bridge the gap between "science" and "the humanities"! This class may be taken for Science credit. *2 Credits,* **STEM Concentration.**

Writing for Change: Activist Literature: From classics like *The Jungle* by Upton Sinclar and *Uncle Tom's Cabin* by Harriet Beecher Stowe to contemporary works like *Hummingbird Salamander* by Jeff VanderMeer and *The Hate U Give* by Angie Thomas, writers have often written fiction with the express purpose of changing hearts and minds and public policy. These activist texts, sometimes referred to as protest literature, have literally changed the world. In this course, we will read examples of such works, both old and new, with the goal of analyzing both the texts themselves as well as the cultures and conflicts out of which they arise. Students will be assessed based on engagement with seminar discussions, completion of papers and projects, and their own works of activist fiction. *2 Credits*

The Art of Creative Nonfiction: This course is for driven writers wishing to learn the art of creative nonfiction—that is, how to write factual prose using the techniques of fiction, poetry, and drama. Students will produce either a single nonfiction narrative or multiple pieces while learning how to transform facts, data and/or memories into riveting stories. This class will be offered in the evening, meeting one night per week. It is open to Solebury students as well as the outside community so it will include a mix of students and adults. *Prerequisite: Requires a teacher recommendation. 2 Credits.*

Game Narrative: Whether it be video games or board games, the joy of a player or "reader" comes from the quality of the story within which the play is enacted. In this elective, we will use a literary lens to investigate approaches to game building. From character development, to theme, to tone, plot, and genre, students will be asked to study a variety of games based on their storytelling techniques, successes, and failures. We will look at the diverse agendas of game storytellers, including emotional impact, education, philosophical exploration, entertainment, and more. Students will also be asked to try their hand at developing a narrative of their own on which to base a game of their creation. ***Arts Concentration.*** *2 Credits*

Public Speaking III: The purpose of this class is to take a deep dive into effective communication (speaking, presenting, leading discussions, etc.) as it pertains to leadership. Topics of importance include: The quality of being proactive; envisioning the message and its "architecture"; and, of course, the ability to weigh and prioritise the relative importance of significance of various ideas when speaking or presenting; understanding group dynamics in relation to different forms of communication, including speaking, presenting, leading discussions; inter-personal communication styles; and preconceptions regarding leadership, norm establishment, and conflict resolution; communication styles and how that relates to leadership style. Students will experience a variety of practical applications which involve

demonstrating through speeches, presentations and other forms of oral communication an understanding of the what (content) and how (process) of the relationship between speaking and leadership (and vice versa). **This class may also be taken for History credit**. *2 credits*

WORLD LANGUAGES

Solebury School's World Languages Department offers courses in Spanish, French, and Arabic. The goal of our department is to prepare students to communicate meaningfully in the target language while deepening their understanding of diverse global experiences. We believe that a proficiency-oriented approach to instruction is the best way to build language skills as well as student engagement in language learning. In lower level classrooms (I, II), this looks like a lot of input-based learning through exploring simple authentic resources and building basic tools of conversation. Intermediate levels (III, Conversation & Culture, IV) feature communication-oriented classrooms that delve into discussing cultural, current events, and more complex authentic resources in the target language. Our AP courses focus on increasing proficiency in the realms of interpersonal and presentational speaking and writing in preparation for the AP exam. All courses offered in World Languages fulfill a global studies program credit.

Solebury School students are required to complete three (3) years of World Language Courses at the high school level with two consecutive years in the same language (with a passing average) in order to graduate. At the end of the language requirement, students should be functionally proficient, able to address basic needs and express themselves in day to day interactions in target cultures. All students are strongly encouraged to continue their language studies beyond level III, since many competitive universities expect four or more years of language study.

Language-Centered Trips and Extracurricular Opportunities: We at Solebury School believe that practical, real-life language experience is the perfect complement to the classroom. We offer both French and Spanish language immersion trips on a rotating basis. The French language trip takes place in Aix-en-Provence and the Spanish language trip is in Sevilla, Spain. Both trips are two-weeks long and offer students the opportunity to improve their language proficiency through classes, activities, and a homestay experience.

The World Language Department promotes culture on campus and connects Solebury to the global community. We have both French and Spanish Honors Societies that meet every week to engage in cultural activities and discussion. We also organize field trips throughout the year to further support our students' engagement with both French and Spanish speaking cultures.

If you have any questions about Solebury School's World Languages Department, please contact department chair Lucienne Knight: lknight@solebury.org Call: (215) 862-5261 (ext 192)

FRENCH

French I: French I offers a tremendous opportunity for students who have no (or limited) experience with the French language. Through a context-driven curriculum, students will acquire reading, writing, speaking and listening skills in the target language. Students learn new vocabulary and grammar structures through stories, interviews, videos, narrative texts, music and games. French I topics include numbers, colors, introductions, descriptions, family/heritage, school, daily habits, interests, travel, expression of opinions, future plans, and an exploratory look at countries of the Francophone world. The majority of the class is taught in simple and understandable French to emphasize student comprehension of the language. As students are increasingly exposed to the language, they will acquire new vocabulary and structures, resulting in natural production of French. By the end of this class, students will be exposed to the present, past, and near future tense of common regular and irregular verbs, idiomatic phrases, descriptive language, and practical daily expressions/small talk. French I is an interactional and communicative class that provides students with a solid foundation in language and culture. **Global Concentration***, 6 Credits*

French II: Using the EntreCultures II textbook as a basis, students will build on the skills learned in French I to become more confident in their ability to communicate in French and their knowledge of francophone culture. Students improve their speaking and comprehension skills through consistent exposure to and use of French in the classroom. New vocabulary is contextualized and presented in videos or short texts and then practiced in daily conversations between students or interactive writing exercises. The course continues to explore French speaking cultures as each theme in the textbook also highlights a new country in the francophone world. Some of the themes addressed during this course are: daily routine, food culture, housing, and contemporary life. Grammar studies include an expansion of the passé composé, which they use with the imperfect tense to tell meaningful stories in the past, and the ability to describe themselves, others, and their surroundings. *Prerequisite: French I.* **Global Concentration***, 6 Credits*

French III: French III solidifies what students learned in French I and II while providing more complex and nuanced means of communication. Students further their input and output abilities in the language through continued use and review of previously learned structures. Through a context-driven curriculum, students improve their expressive language by learning to use the simple future and conditional mode (used to discuss hypothetical situations), while practicing and integrating other verb forms. This class utilizes culture and themes to introduce new structures and vocabulary. These include school/career paths, environmental/social issues, art, identity, and digital citizenship. By the end of French III, students are able to hold more philosophical and opinion-based discussions in which they understand and express complex ideas in both oral, aural, read and written form. In this course, students work to review, master, and fluidly integrate essential language concepts, applying them to new topics. French III is an interactional and communicative class that provides students with the opportunity to further their foundation in French language and culture. *Prerequisite*: *French II.* **Global Concentration***, 6 Credits*

Honors French IV: In French IV, conducted exclusively in French, students review and expand their skills in spoken and written French. As they continue thematic vocabulary and grammar review and expansion, they will also read complex French and Francophone literature and periodicals, and they will watch French news, films, and videos. By the end of the year, they will be able to hold a conversation in French on a wide variety of topics, including politics and more philosophical subjects. Fourth-year classes are typically where students' communication skills really take off! At the end of this year, students should be prepared either to take Honors French Conversation & Culture, AP French, or to enter a third-year university French course. Assessments include regular oral presentations, tests, quizzes, and compositions. *Prerequisite: French III with a grade of B+ or above.* **Global Concentration***, 6 Credits*

AP French Language & Culture: The AP French Language course is designed to provide students with the tools to improve their communicative abilities in French – spoken and written. This class, which is conducted exclusively in French, is comparable in difficulty to a third-year college class. We use a textbook (*Thèmes*), but many other sources as well – French news, music, film, literature and art. Our goals are simple but demanding: To expand vocabulary, to improve intercultural understanding, and to become proficient in each area of communication (interpersonal, interpretive, and presentational) in spoken and written French. The course hinges on six major themes: Global Challenges, Science & Technology; Contemporary Life, Personal & Public Identities, Family & Communities, and Beauty & Aesthetics. We will engage each of these themes, with an eye to the past, present, and future. *Prerequisite: A- or better in French IV Honors.* **Global Concentration***, 6 Credits*

SPANISH

Spanish I: Spanish 1 is a story-based curriculum where students' exposure to the language is meaningful, repetitive and contextualized, with a focus on aural comprehension. Stories, songs, reader's theatre, videos, interactive online activities, authentic materials and other resources provide context for learning phrases and vocabulary related to numbers, colors, introductions, descriptions, family, daily habits, interests, body parts, travel, expression of opinions and future plans, and more. Students read simple novels together as a class, and gradually work toward reading independently. They learn about geography, holidays, customs, history, and culture of a variety of Spanish-speaking countries. Expectations shift from comprehension at the beginning of the yearbook to production as the course, and students' abilities, progress. Similarly, the course's first focus is listening and reading, and writing and speaking are increased throughout the year organically. By the end of the year, students will have a strong enough grasp of the highest frequency verbs and phrases in the Spanish language to communicate in the present tense, have simple conversations about the world around them, and comprehend a great deal more as perceptive listeners. **Global Concentration***, 6 Credits*

Spanish II: After students are introduced to the language in level I, they continue on their journey of becoming independent participants (rather than passive observers) of the cultures we are studying. The goal of Spanish II is to support students in increasing their production and comprehension of the target language in order to not only enjoy and understand the cultural differences around them, but also communicate with confidence in their interactions with Spanish speakers. This course will expand the student's understanding of language and culture through a textbook (Entreculturas 2), games, songs, and other authentic resources. By the end of the year, students will have read multiple short texts, expand the complexity of their writing, and present various topics to their peers both formally and informally. From a grammatical standpoint, students will acquire the fundamentals of the present and past tenses as well as the introduction of the imperative mood. Family, school, chores, daily routines, transportation, food, and travel are amongst the topics covered throughout the year, anchored by relevant traditions and essential customs in Spanish-speaking communities. *Prerequisite: Spanish I.* Global Concentration*, 6 Credits*

Spanish III: Spanish III strengthens and builds on what students have learned in Spanish I and II. Students are now ready to start producing the language and are encouraged to use their knowledge to communicate in the target language. Through projects and thematic units, such as health and wellness, daily routines, technology, the environment and sustainability, the arts and traveling, and discussing the future, students build their ability to function in a Spanish-speaking environment. Furthermore, by reading stories and articles and watching videos in Spanish, students will strengthen their vocabulary and comprehension. Some of the grammar structures include preterite vs. imperfect, future vs. conditional, the imperative and present subjunctive moods. By the end of the year, students will be able to narrate past events, discuss future and hypothetical situations, offer suggestions, advice and recommendations, express opinions about abstract topics, circumlocute, comprehend native speakers in contextualized situations, and write without relying heavily on outside resources. *Prerequisite: Spanish II.* **Global Concentration***, 6 Credits*

Honors Spanish IV: This course will expand the student's understanding of language, culture, and literature in Spanish, in order to find new personal interests, abilities, and knowledge. By the end of the year students will read several literature pieces, expand their writing to the essay level, and present various topics to their peers both formally and informally. From a grammatical standpoint, students will have mastered all the major verb tenses by the end of the year, in addition to fine-tuning their understanding of the complex subjunctive mood. While the content of the course is subject to change based on global events, past units have included fine arts, historical figures, personal relationships, volunteerism, amongst other topics. *Prerequisite: Spanish III with a grade of B+ or above.* **Global Concentration***, 6 Credits*

Honors Spanish Conversation & Culture: This conversation-based class is designed to develop and strengthen Spanish conversational fluency through an exploration of current events, history, and cultural traditions in the Spanish-speaking world. These include authentic resources such as international media, literature, and films. Students are expected to be more autonomous and are responsible for class discussions and presentations. It can be taken instead of or in addition to Spanish IV or AP Spanish, and is designed for students who would like targeted practice in conversational speaking. Please note that Spanish IV is the prerequisite for AP Spanish. *Prerequisite: A minimum grade of A- in Spanish IV or higher (exceptional students who have completed level III, if recommended by their teacher).* **Global Concentration***,* **Social Justice Concentration**, *6 Credits*

AP Spanish Language & Culture: Conducted exclusively in Spanish, this rigorous, third year university-level course analyzes a variety of topics in the Spanish-speaking world from the perspective of six major themes: families and communities, science and technology, art and creativity, contemporary life, global contexts, and language and culture. Students will explore these ideas through intellectual discussions and debates in class, in conjunction with argumentative essays, cultural comparisons, and interpersonal responses both in and outside of class. Formal and informal reading, writing, listening and speaking skills will all be strengthened by the in-depth study of vocabulary and lexical variation. Grammar is not explicitly taught in this course, though students can expect occasional review of advanced grammar concepts. They must enter the class with near mastery of all grammatical structures and modes. Students will spend approximately 15 class periods (or 11 hours of class time) engaged in research for the AP Exam Course Project beginning in January upon release of the Course Project materials from the College Board. This course prepares students to sit for the AP exam in May, which includes engagement with and presentation of the course project to the College Board on exam day. With the assistance of the Temas textbook and AP Preparation workbook, authentic sources by native speakers help form the foundation of each lesson. At the end of the year, students should be ready for an upper-level university course in Spanish – and a wide variety of real-life experiences using the Spanish language. *Prerequisite: A minimum grade of A- or higher in Sp. IV, teacher recommendation, and required assignments during the summer preceding enrollment in course.* **Global Concentration***,* **AP***, 6 Credits*

ARABIC

Arabic II: In the second year of Arabic, students improve their knowledge of the fundamental grammatical structures of Modern Standard Arabic (MSA). At the same time, they will work on expanding their vocabulary and building the skills necessary to use the root system to guess the meaning of new words. Students will become much more comfortable using a dialect for everyday conversations and MSA for more formal situations. Class time is spent communicating in Arabic and engaging in listening and reading activities involving music or reading short newspaper articles. Homework focuses on further practicing what is being learned in class, such as reading, writing, and grammar activities. At this level, students will also be assigned longer projects, such as skits or presentations focusing on a particular aspect of Middle Eastern history or culture. *Prerequisite:* Successful completion of Arabic I. **Global Concentration***, 6 Credits.*

Please Note: Arabic I will not be offered in 2026-2027. It is expected to return in 2027-2028.

MATHEMATICS

The primary goal of the Mathematics Department is to develop a curriculum sequence that meets the academic needs of all Solebury School students. Above all, students are encouraged to achieve their highest mathematical potential. Many students desire an aggressive math sequence that provides enriching, challenging opportunities, whereas other students look for a program that will build their confidence and comfort level with a discipline that is difficult for them. In developing a curriculum sequence, we recognize that students come from diverse backgrounds and therefore students are placed into courses that will best fit their individual needs.

The department offers courses that range from Algebra to Advanced Placement Calculus. Additionally, the department offers electives each year that provide students with an opportunity to explore, analyze, and appreciate mathematics through a nontraditional approach. Three years of mathematics are required for graduation with successful completion of Algebra I, Geometry, and Algebra II. Students are encouraged to communicate with their math teacher, school adviser, and parents as they determine the appropriate sequence of courses for their high school program. Additionally, it is important for students in their sophomore and junior years to check the mathematics requirements of potential colleges, as many universities recommend (or require) four years of math from applicants.

The vast majority of our mathematics courses will use a graphing calculator. Today, calculators are an integral component of the learning process and students need to be adept at using this technology. Additionally, a graphing calculator is required by most colleges as well as on standardized math tests such as the SAT, ACT, SAT II subject tests, and the AP Calculus and Statistics exams. The department strongly recommends that students purchase a TI-84 Plus. The school has a small supply of calculators that can be lent to students for the school year if needed and are distributed on a first come, first served basis.

If you have any questions about Solebury School's Mathematics Department, please contact department chair Ashley Garrison:

E-mail: agarrison@solebury.org

YEARLONG COURSES

Algebra I: This course thoroughly examines basic algebraic principles. Topics covered include simplifying expressions using the appropriate order of operations, solving first and second degree equations in one variable with both algebraic and graphical methods, solving absolute value equations and inequalities, and the concept of functions. Additionally, students will simplify and solve rational equations as well as examine the basic principles surrounding radical expressions. Students will explore linear and quadratic functions, as well as systems of equations in two variables. Throughout the course, an emphasis will be placed on solving real-world problems with both algebraic and graphical processes. *6 credits*

Geometry: The purpose of the course is for students to discover the conjectures and definitions of geometry through hands-on investigations. Students will learn to apply deductive and inductive reasoning as they examine geometric proofs. Relationships and properties such as congruence and similarity will be examined in depth. Additionally, students will investigate the properties of circles, right triangle trigonometry, and formulas relating to plane and solid figures. Inherent in the course is the development of critical thinking skills, logic, and geometrical visualization. Time permitting, an exploration of

symmetry and/or a review of algebra will be included at the conclusion of the course, as most students will be entering Algebra II the following year. *Pending teacher recommendation, this course may be taken concurrently with Algebra II or Honors Algebra II & Trigonometry. Prerequisite: Algebra I. 6 credits*

Honors Geometry: This honors version of Geometry is intended for students who plan to follow mathematics through AP Calculus. There will be a more in-depth analysis of topics covered in Geometry, as well as a greater emphasis on critical thinking skills and proofs. *Pending teacher recommendation, this course may be taken concurrently with Honors Algebra II & Trigonometry. Prerequisite: A- or higher in Algebra I and/or with teacher recommendation; B or higher in Honors Algebra I and/or with teacher recommendation.* ***Honors****, 6 credits*

Algebra II: This course is recommended for students who need a moderately paced approach to Algebra II. The subject matter includes a brief review of first-degree polynomials followed by an in-depth study of higher-power polynomials as well as rational, radical, exponential, and logarithmic functions. Attention is given to the relationship between functions and their graphs. This course enables students to move on to Pre-Calculus, and it fulfills the graduation requirement. *Prerequisite: Algebra I. 6 credits*

Honors Algebra II and Trigonometry: A faster-paced and more in-depth analysis of the topics covered in Algebra II. Additionally, this course provides a thorough introduction to trigonometry. This course is recommended for students who plan to follow mathematics through AP Calculus. Students in this course will be prepared for Honors Pre-Calculus. *Prerequisite: A- or higher in Algebra I and Geometry and/or with teacher recommendation.* ***Honors****, 6 credits.*

Pre-Calculus: This course is designed to give students more preparation for calculus by furthering their study of algebra and geometry. Additional topics include an in-depth analysis of trigonometry, an introduction to polar and parametric equations, and conic sections. Successful completion of this course enables students to move on to AP Calculus AB. *Prerequisite: B- or higher in Algebra II. Students with a final grade of C- to C+ in Algebra II are eligible to enroll but may be required to complete summer work. 6 credits*

Honors Pre-Calculus: This course is a faster-paced and more in-depth analysis of the topics covered in Precalculus. Time permitting, additional topics include: series and sequences, partial fraction decomposition, and an introduction to calculus. Students must have working knowledge of trigonometry concepts prior to entering Honors Precalculus, including: unit circle, sinusoidal functions, trigonometric identities, law of sines and cosines, and solving trigonometric equations. This course enables students to move on to AP Calculus BC. *Prerequisite: A- or higher in Algebra II and with teacher recommendation (students must speak with the department chair for additional coursework that must be completed prior to starting the course in the fall); B or higher in Honors Algebra II and Trig and/or with teacher recommendation.* ***Honors****, 6 credits*

Honors Calculus: Honors Calculus is an introductory college-preparatory course designed for students who have demonstrated proficient achievement in Precalculus and are ready to begin the study of calculus. The course emphasizes conceptual understanding, analytical reasoning, and problem-solving as students explore limits, continuity, derivatives, and integrals, along with their applications to real-world and theoretical contexts. Students will develop fluency with graphical, numerical, algebraic, and verbal representations of mathematical ideas while strengthening communication and critical-thinking skills. This course serves as a foundation for future study in AP Calculus AB. *Prerequisite: B- or higher in Precalculus. Students with a final grade of C- to C+ in Precalculus are eligible to enroll but may be required to complete summer work. 6 credits*

AP Calculus AB (Calculus I): This course is equivalent to a first semester college calculus course, covering differential and integral calculus. Students will study limits of functions, continuity, derivatives and applications of the derivative. As part of integral calculus, students will examine the definite integral as a limit of Riemann sums, the area under a curve, solving differential equations, and various applications to economics, biological, and physical situations. Students are required to take the AB Advanced Placement exam in May. *Prerequisite: A- or higher in Precalculus and/or with teacher recommendation.* ***AP****, 6 credits*

AP Calculus BC (Calculus I & Calculus II): This course is a full year calculus course that includes all of the topics covered in AP Calculus AB plus topics typically covered in a Calculus II course at the college level. Technology will be an important part of the class to reinforce work and to interpret results of various experiments and data. This course is faster paced than the AB course and students should be prepared to attend occasional class sessions outside of the regularly scheduled times. Students entering AP Calculus BC should have working knowledge of limits, continuity, and differentiation rules. Students are required to take the BC Advanced Placement exam in May. *Prerequisite: A- or higher in Honors Precalculus and with teacher recommendation; B or higher in AP Calculus AB and with teacher recommendation.* ***AP,*** *6 credits.*

AP Statistics: The Advanced Placement course in Statistics is equivalent to a one-semester introductory, non-calculus-based, college course in statistics. The AP Statistics course covers four broad themes which include: exploring data, planning a study, anticipating patterns, and statistical inference. This course is writing intensive. Students who have successfully completed Algebra II and who possess sufficient mathematical maturity are eligible for this course. Students are required to take the Advanced Placement exam in May. *Prerequisite: A- or higher in Algebra II and/or with teacher recommendation.* ***AP, Social Justice Concentration,*** *6 credits*

Honors Multivariable Calculus: This yearlong course is similar to a third semester study of calculus at the collegiate level and is a continuation of the topics typically studied in Calculus I and II. While calculus up until this point has focused on the study of scalar-valued functions of one variable, multivariable calculus considers multiple inputs and vector-valued outputs and thus students will learn to analyze functions in a multidimensional setting. Familiar topics such as graphing, differentiation, and integration will be extended as students learn about vector algebra and geometry in space, vector-valued functions, functions of several variables, partial derivatives and chain rules, Lagrange multipliers, multiple integration, iterated integrals, and change of variables. Students may exercise the option to take this course for three college credits in "Advanced Calculus" through Delaware Valley University. Registration and tuition payment of $400 to Del Val will occur during the fall term for interested students. *Prerequisite: Completion of AP Calculus BC and with teacher recommendation. 6 credits.*

Statistics: This yearlong course is an introduction course in statistics intended for students who want to understand statistics through a wide lens. It is not an AP course and does not follow the AP curriculum. Topics discussed include: displaying and describing data, samples and sample size, the normal curve, regression probability, statistical inference, confidence intervals and hypothesis testing with applications in the real world. Students will be designing, testing and reporting on statistics. ***Social Justice Concentration,*** *Prerequisite: Completion of Algebra II or taking Algebra II concurrently. 6 credits*.

TRIMESTER COURSES (Offered each term)

Personal Financial Mathematics: This course can be taken in the fall, winter, and/or spring trimesters. This course will use a mixture of arithmetic and algebraic skills to explore the world of personal finance. Real-word applications will also be incorporated to build upon financial competence. The main topics to be covered include checking and savings accounts, types of credit and managing credit, paying for college, budgeting, investing, taxes, insurance, and consumer skills. *Prerequisite: Completion of Algebra II or taking Algebra II concurrently. 2 credits.*

Math Prep: For most students, Solebury's conference period and general availability of teachers is more than enough to help them succeed in math. Some students, however, have gaps in their math background, a degree of a math learning difference, or have historically struggled with math where extra support is needed for some portion of a student's years here. Our Math Prep class helps reinforce and strengthen the skills students are learning in their core Algebra I, Geometry, or Algebra II courses. This class, which meets every other day, provides additional support by reviewing foundational concepts, reinforcing current skills for better retention, and pre-teaching upcoming topics to give students more time to process new material. Taught by a member of the math department, the support class works in collaboration with each student's core math teacher to identify and address specific areas of need. The class is offered on a trimester-by-trimester basis. Space is limited, and admission into the class is dependent on academic screening and noted challenges. There is an additional fee for this class. *0.5 credits.*

SCIENCE

The Science curriculum at Solebury School provides students with diverse and challenging opportunities to explore the world of science. Our department requires students to take two core science classes between biology, chemistry, and physics. In each core class, students develop their critical thinking skills through analysis, problem-solving, observation and experimentation. In addition, students will gain a basic understanding of our physical universe, as well as physical, biological and psychological beings, so that they can make informed decisions about society and themselves.

As with many of the programs at Solebury, the science curriculum allows students to follow their own individual interests as they choose courses beyond the graduation requirements. It also allows for flexibility within the core sequence of classes. For students interested in a rigorous academic track, our Honors and AP Science sequence includes students taking Honors Biology, Honors Chemistry, AP Physics 1, and any of the other AP science courses offered including AP Biology, AP Chemistry, and AP Environmental Science. During the general level sequence, students will take general biology, general chemistry, and general physics. Electives change regularly in order to provide Solebury students with an incredibly diverse choice of classes. Past elective courses have included Astronomy, Genetics, Climatology, Physiology of Exercise and Nutrition, and Physics 2. Current elective courses include Microbiology, Forensics, Anatomy & Physiology, Zoology, and Agriculture & Natural Resources..

If you have any questions about Solebury School's Science Department, please contact department chair Erin Duffy.

E-mail: eduffy@solebury.org

YEARLONG COURSES

General Biology for 9th graders: General Biology is an introductory laboratory-based science course designed to build foundational skills in scientific thinking, basic laboratory techniques, and clear scientific communication. Throughout the year, students will explore key concepts in cellular biology, metabolism, genetics, ecology, evolution, and classification. Hands-on laboratory activities will allow students to begin practicing scientific investigations and recording observations, while also introducing them to structured scientific writing methods, such as Claim-Evidence-Reasoning (CER). Students will have opportunities to express their ideas creatively, collaborate with peers, and gradually develop the critical thinking skills needed to grow as emerging scientists. *6 credits*

General Biology for 11th graders: General Biology is a laboratory-based science course that reinforces and expands students' understanding of cellular biology, biochemistry, genetics, ecology, evolution, and classification. Students will refine their laboratory skills, engage in more complex experiments, and strengthen scientific writing through detailed reports and Claim-Evidence-Reasoning (CER) practices. Emphasis is placed on critical thinking, data analysis, and collaboration, allowing students to deepen their abilities as independent and reflective scientists. Students should also anticipate using their imaginations through interactive means of expression and challenging themselves socially as they refine their skills as a scientist. *6 credits*

Honors Biology: Honors Biology is a rigorous, laboratory-based course designed for students ready to engage deeply with the principles of biology. The curriculum covers cellular biology, biochemistry, genetics, ecology, evolution, and classification, with a focus on connecting concepts to real-world applications. Students will conduct sophisticated laboratory experiments, analyze and interpret data, and produce detailed scientific reports using Claim-Evidence-Reasoning (CER) and other formal writing methods. The course emphasizes critical thinking, independent inquiry, and collaboration, encouraging students to approach scientific problems creatively and develop advanced skills as emerging scientists. *Honors biology is a first-year biology course that is meant to prepare students for AP Biology. 6 Credits*

General Chemistry: In General Chemistry, we learn how to predict and explain the structure, properties, and behavior of matter. We begin the course discussing the small particle nature of matter and the development of modern atomic theory. Then, we explore how the arrangement of the Periodic Table of Elements is based on the structure of an atom's electron cloud and atomic properties. Next, we relate atomic properties to the formation, structure, and properties of ionic and molecular compounds. Finally, we explore how molecular interactions lead to chemical reactions and learn how to make quantitative predictions about reactions using stoichiometry. Students in General Chemistry can expect to work in groups to conduct experiments and/or use simulations to collect data for analysis and interpretation, discuss their ideas and conclusions with the class, and practice constructing scientific explanations and arguments based on evidence and scientific principles.
Prerequisites: Successful completion of general biology and Algebra I. General Chemistry is intended for 10th graders. *6 credits*

Honors Chemistry: This is the honors version of the General Chemistry class and is a prerequisite for taking AP Chemistry at Solebury. It is intended to be a rigorous introduction to academic and laboratory practices for students who plan to take science courses in college. In addition to exploring the topics and skills from General Chemistry in greater depth, this class will provide an introduction to thermodynamics, acid-base chemistry, and organic chemistry. There are more demands in this course compared to General Chemistry, and this class will move at a rapid pace. Students in Honors Chemistry can expect to learn via a combination of traditional lecture, class discussions, and laboratory experiments. *Prerequisites: Successful completion of honors Biology and/or permission of instructor. Students are expected to have strong algebra skills; however, this course may be taken concurrently with Algebra II with permission of the instructor.* Honors Chemistry is intended for 10th graders. **Honors,** *6 credits*

AP Physics 1: This course accomplishes the objectives of the Advanced Placement Physics 1 syllabus. AP Physics 1 is the equivalent to a first-semester college mechanics course in algebra-based physics and is intended to be taken as a first year physics course. The course covers the following eight units: 1) Kinematics; 2) Dynamics; 3) Circular Motion and Gravitation; 4) Work and Energy; 5) Momentum; 6) Rotational Motion; 7) Simple Harmonic Motion, and 8) Fluid Dynamics. Extensive work in the laboratory is utilized to develop science application and reasoning skills and to enhance the understanding of important physical phenomena and concepts. At the core of the course is an emphasis on science practices and inquiry-based investigations that require a variety of critical thinking skills. At the end of the course, students are required to take the AP exam.
Prerequisites: Algebra II. Successful completion of honors biology and honors chemistry and/or recommendation from instructor. AP Physics 1 is intended for 11th and 12th graders. **AP**, *6 credits*

AP Chemistry: AP Chemistry is meant to be taken as a second year of chemistry after taking Honors Chemistry. Students are expected to have a strong understanding of atomic/molecular structure, properties, and interactions, as well as a foundational knowledge of chemical reactions, stoichiometry, and thermodynamics. AP Chemistry will continue the study of thermodynamics in greater depth, introduce new applications of concepts from Honors Chemistry, and explore other major topics in chemistry including chemical kinetics, equilibrium, acids and bases, and electrochemistry. Inquiry-based lab activities are emphasized in AP Chemistry, and students must be highly motivated to complete readings, review problems, and design experiments independently outside of class in order to complete laboratory activities efficiently and successfully. By the end of the course, students are expected to have a foundation in chemistry equivalent to that achieved in a typical first-year college general chemistry course. At the end of the course, students are required to take the AP exam
Prerequisites: Successful completion of honors chemistry and/or recommendation from instructor. AP Chemistry is intended for 11th and 12th graders. **AP**, *6 credits*

AP Biology: AP Biology is a rigorous, college-level course meant to be taken as a second year biology course. It is designed to provide students with a deep understanding of modern biological principles. The curriculum is aligned with the College Board framework and emphasizes inquiry-based learning, critical thinking, and scientific reasoning. Special attention will be given to the invisible biochemical processes that sustain life. Four major concepts are interwoven throughout the course to allow students to create meaningful connections across course concepts. The four big ideas are (1) the process of evolution drives the diversity and unity of life, (2) biological systems use energy and molecular building blocks to grow, reproduce, and maintain dynamic homeostasis, (3) Living systems store, retrieve, transit, and respond to information essential to life processes, and (4) biological systems interact, and these systems and their interactions exhibit complex properties. Throughout the course, students will engage in advanced reading, structured writing, and collaborative problem-solving to prepare for the AP Biology Exam. By the end of the course, students will be able to connect concepts across biological scales, analyze complex scenarios, and apply their knowledge to real-world situations. At the end of the course, students are required to take the AP exam. *Prerequisite: Successful completion of honors biology and/or recommendation from instructor.* **AP,** *6 credits*

AP Environmental Science: AP Environmental Science challenges students to channel their conceptual understandings of environmental science into something actionable. Students will conduct a series of in-class experiments and out-of-class observations that will require them to reconsider their perspectives and the ways in which they interact with their environments (with an added emphasis on sustainability). The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. The course begins with the study of ecology and earth science, then moves to land and resource use, and finally covers human impacts on the environment including pollution and climate change. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. At the end of the course, students are required to take the AP exam. *Prerequisites: Successful completion of biology and/or recommendation from instructor. Global,* **AP***, 6 credits*

Honors Human Anatomy and Physiology: Anatomy & Physiology is a course that couples the principles of science and art in an effort to synthesize a vivid and complete understanding of the human body. Students will explore all of the major body systems: Skeletal, Muscular, Integumentary, Nervous, Endocrine, Respiratory, Lymphatic, Cardiovascular, Reproductive, Digestive, and Immune systems. Students should anticipate bringing science to life through a variety of mediums including paper mache, sculpting, and many others. Students will also conduct research to evaluate model health-related case studies. This class also assesses students ability to interpret extensive amounts of information and make an informed decision about a person's health conditions. This class demands proficiency in time management, with the strong potential for a hugely gratifying payoff that aims to inspire artists and medical professionals alike. *Prerequisites: Successful completion of both biology and chemistry.* Anatomy and Physiology is intended for 11th and 12th graders*. 6 credits*

Honors Independent Science Research: Independent Science Research (ISR) is an honors-level course intended for 12th graders who have excelled in their science courses and wish to gain research experience. Prior to enrolling in the course, students must secure a spot in a research lab or in a summer research program. Over the summer leading into 12th grade, students will conduct experiments and analyze data in the lab under the supervision of the lab director. By the time the student returns to Solebury in the fall for 12th grade, most, if not all, of the research portion should be completed. Students will spend the ISR class time doing the following: (1) Writing a research paper that follows the guidelines outlined by the Regeneron Science Talent Search, (2) Create a research poster that mirrors those used to present at a research conference, and (3) practice and deliver a research talk to the faculty and a select group of students. *Prerequisites: Students must get approval from the department chair*. *6 Credits.*

FALL TRIMESTER COURSES

Introduction to Zoology: This course will provide an introduction to the evolution and classification of animals, comparative anatomy and physiology of various invertebrates and vertebrates, animal behavior and relationships, zoo design, preservation of species, and careers in science. This class will provide a thematic and hands-on approach to learning animal science through classroom activities, dissections, inquiry experiments, projects, and problem solving. The course is designed for all interested students but will especially benefit students who enjoy biology or a future science major. No pre-requisites or prior knowledge is required. *2 credits*

Engineering I: This class is designed to be an educational and engaging single trimester introduction to applied STEM (Science, Technology, Engineering, and Mathematics) concepts. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, technical documentation, engineering standards, and the global and human impact of various engineering disciplines. Modern skills and technology used to assemble basic projects will be introduced with a focus on design using computers, laser cutters, 3D printers and makerspace materials. The technical aspects of coding and computer programming are not emphasized in this course, although students with a more technical background are welcome to contribute additional levels of engineered complexity to their group projects. This elective is offered every term. **Counts as Arts *or* Science credits**. *Prerequisite: None. 2 credits.*

Engineering II: This class will work with the applied STEM (Science, Technology, Engineering, and Mathematics) concepts from the Engineering I class and use them to demonstrate projects for practical use. The emphasis of the class will be on the design of projects which reinforce mechanical design skills while incorporating advanced technology including 3D printing and programmable circuit design. Students will learn to independently operate and maintain the IDEA Lab makerspace equipment including the 3D printers and laser cutters. Group and individual final projects will be expected at the end of the

trimester, including an opportunity to participate in a regional engineering competition. **Counts as Arts *or* Science credits**. *Prerequisite: Engineering I. 2 credits.*

WINTER TRIMESTER COURSES

Forensics: This course is intended to be an opportunity for students to apply various aspects of previous science classes to the collection and interpretation of physical evidence. The lectures and in-class labs will include a variety of methods of crime scene investigation including inspecting a crime scene, blood spatter analysis, entomology, hair and fiber analysis, fingerprint analysis and other relevant methods of evidence collection. Case studies will also be used to gain a greater appreciation for how forensic investigation is used in the solving of crimes. Coursework includes lectures, hands-on lab activities, and projects. Prerequisites: None. Forensics is intended for 10th, 11th, and 12th graders. *2 credits*

Microbiology: Students will be exposed to identification of microorganisms (bacteria, viruses, parasites, fungi, etc.) using microscopes and basic microbiology lab techniques. We will explore the beneficial and harmful effects that microorganisms have in our world today. There will be labs incorporated into class time. Class will include lecture, lab, research, and projects. Prerequisite: none. Microbiology is intended for 10th, 11th and 12th graders. *2 credits*

Engineering I: This class is designed to be an educational and engaging single trimester introduction to applied STEM (Science, Technology, Engineering, and Mathematics) concepts. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, technical documentation, engineering standards, and the global and human impact of various engineering disciplines. Modern skills and technology used to assemble basic projects will be introduced with a focus on design using computers, laser cutters, 3D printers and makerspace materials. The technical aspects of coding and computer programming are not emphasized in this course, although students with a more technical background are welcome to contribute additional levels of engineered complexity to their group projects. This elective is offered every term. **Counts as Arts *or* Science credits**. *Prerequisite: None. 2 credits.*

Engineering II: This class will work with the applied STEM (Science, Technology, Engineering, and Mathematics) concepts from the Engineering I class and use them to demonstrate projects for practical use. The emphasis of the class will be on the design of projects which reinforce mechanical design skills while incorporating advanced technology including 3D printing and programmable circuit design. Students will learn to independently operate and maintain the IDEA Lab makerspace equipment including the 3D printers and laser cutters. Group and individual final projects will be expected at the end of the trimester, including an opportunity to participate in a regional engineering competition. **Counts as Arts *or* Science credits**. *Prerequisite: Engineering I. 2 credits.*

SPRING TRIMESTER COURSES

Bird by Bird: Ornithology: If you think birds are cool, take this course. If you have never thought much about birds, take this course. Birds have inspired and fascinated people for eons. They have been central links between people and the natural world; they have been important figures in our mythologies; they are symbols of nations; they are mascots of sports teams and schools. The first symbol on our crest is the owl, the bird associated with the wisdom of Athena. In this course, we will examine bird flight, migration, anatomy, behavior, song and communication—not only in the classroom, but out in the field. We will also read and write the world of birds. Students can choose to write in the realm of fiction, or of essay, or of research. Explore a new world! Get outside in the spring! Bridge the gap between "science" and "the humanities"! **This class may be taken for English credit**. *2 Credits,* **STEM Concentration.**

Agriculture and Natural Resources: This trimester course introduces students to the natural world and the diverse career opportunities in agriculture, plant science, sustainability, and environmental management. Through a combination of classroom learning and hands-on laboratory experiences, students will explore topics such as greenhouse environments, landscaping, animal science, soil and water quality, aquaculture, wildlife conservation, and more. They will also gain insight into small-scale cultivation and self-sufficiency practices. Due to the interactive nature of this course, enrollment is limited. No prerequisites or prior knowledge required. *2 credits.*

Engineering I: This class is designed to be an educational and engaging single trimester introduction to applied STEM (Science, Technology, Engineering, and Mathematics) concepts. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, technical documentation, engineering standards, and the global and human impact of various engineering disciplines. Modern skills and technology used to assemble basic projects will be introduced with a focus on design using computers, laser cutters, 3D printers and makerspace materials. The technical aspects of coding and computer programming are not emphasized in this course, although students with a more technical background are welcome to contribute additional levels of engineered complexity to their group projects. This elective is offered every term. **Counts as Arts *or* Science credits**. *Prerequisite: None. 2 credits.*

Engineering II: Submersibles: Engineering II students will have the opportunity to participate in the MATEROV competition at Villanova University. This is an underwater robotics (aka remotely operated vehicle or ROV) challenge that engages a global community of learners each year. This MATEROV competition challenges students to learn and creatively apply STEM skills to solving real-world problems that strengthen critical thinking, collaboration, entrepreneurship, and innovation skills. This will be a culmination of 10 weeks of intensive research, building, testing, re-building, more testing, and a lot of collaboration. The competition occurs on a Saturday in May and is a mandatory part of the overall grade in the class. *Prerequisite: Engineering II and permission from instructor. 2 credits.*

COMPUTER SCIENCE

The Computer Science Department offers courses in the Arts as well as coding. More advanced work includes self-paced programming, web design and AP classes.

YEARLONG COURSES

AP Computer Science Principles: AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. *Prerequisites*: Introductory Computer Science Elective or prior programming experience recommended. *6 credits***, AP**

AP Computer Science A: AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. AP Computer Science A is a year-long course designed to help students master the basics of Java and equip them to successfully pass the College Board AP Computer Science A Exam at the end of the school year. *Prerequisites*: AP Computer Science Principles and Algebra 1 recommended **AP**, *6 credits*

FALL TRIMESTER COURSES

Computer Programming: Introduction to Coding: This course offers an introduction to computer science covering the foundations of computer science and basic programming, with an emphasis on developing logical thinking and problem-solving skills. Each unit of the course is broken down into lessons. Lessons consist of video tutorials, example programs to explore, and written programming exercises. In this course, you will write and run JavaScript programs in the browser using the CodeHS editor. This course is designed for beginners and does not require any computer programming experience. The course is intended to be highly visual, dynamic, and interactive for new coders. *2 credits*.

Engineering I: This class is designed to be an educational and engaging single trimester introduction to applied STEM (Science, Technology, Engineering, and Mathematics) concepts. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, technical documentation, engineering standards, and the global and human impact of various engineering disciplines. Modern skills and technology used to assemble basic projects will be introduced with a focus on design using computers, laser cutters, 3D printers and makerspace materials. The technical aspects of coding and computer programming are not emphasized in this course, although students with a more technical background are welcome to contribute additional levels of engineered complexity to their group projects. This elective is offered every term. **Counts as Arts *or* Science credits**. *Prerequisite: None. 2 credits.*

Engineering II: This class will work with the applied STEM (Science, Technology, Engineering, and Mathematics) concepts from the Engineering I class and use them to demonstrate projects for practical use. The emphasis of the class will be on the design of projects which reinforce mechanical design skills

while incorporating advanced technology including 3D printing and programmable circuit design. Students will learn to independently operate and maintain the IDEA Lab makerspace equipment including the 3D printers and laser cutters. Group and individual final projects will be expected at the end of the trimester, including an opportunity to participate in a regional engineering competition. Students will also have the opportunity to experiment with the schools VR equipment and drones. **Counts as Arts *or* Science credits**. *Prerequisite: Engineering I. 2 credits.*

Robotics: This course provides hands-on experience in robotics with VEX EXP Robotics sets. Students are given the tools to design, build, and program robots, fostering critical thinking and problem-solving skills. Utilizing the VEX EXP platform, you'll learn fundamental engineering principles, explore sensor technology, and learn programming through block-based or text-based coding. Collaborate with peers to tackle exciting challenges, and compete among your classmates. Develop your understanding of mechanical systems, electrical circuits, and software logic. This class is perfect for students interested in engineering, computer science, or anyone who enjoys building and problem-solving. No prerequisites or prior knowledge required. *2 credits*.

WINTER TRIMESTER

Computer Programming: Introduction to Coding: This course offers an introduction to computer science covering the foundations of computer science and basic programming, with an emphasis on developing logical thinking and problem-solving skills. Each unit of the course is broken down into lessons. Lessons consist of video tutorials, example programs to explore, and written programming exercises. In this course, you will write and run JavaScript programs in the browser using the CodeHS editor. This course is designed for beginners and does not require any computer programming experience. The course is intended to be highly visual, dynamic, and interactive for new coders. *2 credits*.

Graphic Design: Graphic Design is an introductory course in basic design principles and how they are applied to the world of digital design. From postage stamps to giant billboards, photography to fabric, digital design permeates our environment. Understanding how to apply basic design concepts to the presentation of informative, persuasive and dynamic material is crucial to communicating with an audience. The main emphasis of this course will be the skillful combining of images and text to solve visual problems. Typography, image, space, color and form will be integrated as the year progresses. Students will learn about digital illustration, painting and multi-media solutions through lectures, demonstrations and hands-on experiences. Students will be introduced to Adobe Creative Suite that includes Photoshop, Illustrator and learn to use the laser cutter to create 3-dimensional products. *No prerequisite. 1 credit*

Engineering I: This class is designed to be an educational and engaging single trimester introduction to applied STEM (Science, Technology, Engineering, and Mathematics) concepts. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, technical documentation, engineering standards, and the global and human impact of various engineering disciplines. Modern skills and technology used to assemble basic projects will be introduced with a focus on design using computers, laser cutters, 3D printers and makerspace materials. The technical aspects of coding and computer programming are not emphasized in this course, although students with a more technical background are welcome to contribute additional levels of engineered complexity to their group projects. This elective is offered every term. **Counts as Arts *or* Science credits**. *Prerequisite: None. 2 credits.*

Engineering II: This class will work with the applied STEM (Science, Technology, Engineering, and Mathematics) concepts from the Engineering I class and use them to demonstrate projects for practical

use. The emphasis of the class will be on the design of projects which reinforce mechanical design skills while incorporating advanced technology including 3D printing and programmable circuit design. Students will learn to independently operate and maintain the IDEA Lab makerspace equipment including the 3D printers and laser cutters. Group and individual final projects will be expected at the end of the trimester, including an opportunity to participate in a regional engineering competition. Students will also have the opportunity to experiment with the schools VR equipment and drones. **Counts as Arts *or* Science credits**. *Prerequisite: Engineering I. 2 credits.*

Game Development: In this course, you will learn the fundamentals of game development as you program your own exciting projects from scratch in C#. As you iterate with prototypes, tackle programming challenges, and develop your own personal project, you will gain the necessary skills to design and build games using the Unity game engine. No pre-requisites or prior knowledge is required, just bring your curiosity. Please note this is a two-trimester course (winter and spring). *2 credits*.

SPRING TRIMESTER

Cybersecurity: This course is designed for students who are interested in exploring the foundations of Cybersecurity. The focus will include the implementation and monitoring of security on network and computer systems. Students will investigate strategies to identify and protect against security threats such as hackers, eavesdropping, and network attacks. The basics of cryptography and logical reasoning will be explored. Hands-on labs will provide practice in the configuration and mitigation of system vulnerabilities. No prerequisites or prior knowledge required. *2 credits*

Game Development: In this course, you will learn the fundamentals of game development as you program your own exciting projects from scratch in C#. As you iterate with prototypes, tackle programming challenges, and develop your own personal project, you will gain the necessary skills to design and build games using the Unity game engine. No pre-requisites or prior knowledge is required, just bring your curiosity. Please note this is a two-trimester course (winter and spring). *2 credits*.

Graphic Design: Graphic Design is an introductory course in basic design principles and how they are applied to the world of digital design. From postage stamps to giant billboards, photography to fabric, digital design permeates our environment. Understanding how to apply basic design concepts to the presentation of informative, persuasive and dynamic material is crucial to communicating with an audience. The main emphasis of this course will be the skillful combining of images and text to solve visual problems. Typography, image, space, color and form will be integrated as the year progresses. Students will learn about digital illustration, painting and multi-media solutions through lectures, demonstrations and hands-on experiences. Students will be introduced to Adobe Creative Suite that includes Photoshop, Illustrator and learn to use the laser cutter to create 3-dimensional products. *No prerequisite. 1 credit*

Engineering I: This class is designed to be an educational and engaging single trimester introduction to applied STEM (Science, Technology, Engineering, and Mathematics) concepts. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, technical documentation, engineering standards, and the global and human impact of various engineering disciplines. Modern skills and technology used to assemble basic projects will be introduced with a focus on design using computers, laser cutters, 3D printers and makerspace materials. The technical aspects of coding and computer programming are not emphasized in this course, although students with a more technical background are welcome to contribute additional levels of engineered complexity to their group projects. This elective is offered every term. **Counts as Arts *or* Science credits**. *Prerequisite: None. 2 credits.*

Engineering II: Submersibles: Engineering II students will have the opportunity to participate in the MATEROV competition at Villanova University. This is an underwater robotics (aka remotely operated vehicle or ROV) challenge that engages a global community of learners each year. This MATEROV competition challenges students to learn and creatively apply STEM skills to solving real-world problems that strengthen critical thinking, collaboration, entrepreneurship, and innovation skills. This will be a culmination of 10 weeks of intensive research, building, testing, re-building, more testing, and a lot of collaboration. The competition occurs on a Saturday in May and is a mandatory part of the overall grade in the class. *Prerequisite: Engineering II and permission from instructor*. *2 credits.*

HISTORY

The Solebury Social Studies department has designed a program that encourages students to build both skills and content knowledge in a deliberate progression. On the skills side this means laying a foundation that instills critical thinking to best appreciate different perspectives; becoming comfortable with a variety of communication and presentation modes; and developing a proper understanding of the research method and research-based writing. On the content side it means understanding the cultural, economic, political, and intellectual histories of both western and non-western cultures; investigating ethics and the formation of character; and developing a nuanced understanding of US history and government. The sequence runs from 9th to 12th grade and is augmented by a rich array of electives.

Twelve credits must be taken in World History 9 and United States History. Nearly every student elects to take at least 18 credits (three full years), and many students take more than 24 credits (four full years). Most courses are organized around seminar style discussions and lean into any interdisciplinary opportunities that present themselves along the way. For those students who want to pursue study at the highest level in high school and college, our program provides excellent opportunities for advanced work through Honors and AP courses beyond our regular and elective offerings. Students who are most successful in both Honors and AP courses demonstrate the following qualities: desire to be engaged in the learning experience; a willingness to seek teacher feedback and embrace revision; the ability to master and comprehend large amounts of reading; and a demonstrated capacity for independent work.

If you have any questions about Solebury School's History Department, please contact department chair Don Kaplan at: dkaplan@solebury.org

YEARLONG COURSES

Early World History 9: In Early World History, students spend the year examining the origins of human societies throughout the world, from prehistory to 1450. Starting with the Paleolithic Era and spanning to the Post-Classical Era, students will connect historical events to current ones, thus attempting to appreciate how the analysis of history is not simply based on foregone conclusions, but rather, it is a living subject littered with some mystery. Students will take part in a variety of activities, including lively simulations, to explore these concepts. Beyond content, students will work to develop and master a variety of skills crucial to understanding and investigating the world around them. This will include reading and researching a variety of historical sources in order to write thoughtful and comprehensive essays aimed at investigating the complexities of human history. *Required, Intended for students in 9th grade.* **Social Justice; Global**, *6 credits*.

Honors Early World History 9: In Honors World History 9 we will explore the various ways humans have made sense of the chaotic experiences and worlds swirling around them, from prehistory to 1450. Along with the application of the lens of "revolution," we will work to expose and understand what propels humans to make or accept change(s). We will also take time to connect historical events to current ones, thus working to appreciate how history is not simply a foregone conclusion but rather one choice made from a series of options. Admittedly, due to the nature of the course and the breadth and depth we hope to achieve, we will not be able to cover everything from the past to the present. Students will, however, work to master the historical skills necessary to delve into the origins of the structures, values, traditions, and conflicts that have shaped our world. They will read from primary and secondary sources in order to compare and contrast the development of various societies, movements, and phenomena. They will learn to think openly and critically about what they read, to identify and express empathy with different historical perspectives, to mount a historical argument, and to develop a deeper understanding of themselves and their place in the world. Over the course of the year, students will work to develop and enhance their reading, writing, analytical, and research skills, complete several group and individual projects, and take part in simulations.

Students will also master the skills necessary for success in high school and begin the process of mastering the use of AI in ethical and appropriate ways. Careful preparation of readings and attention to detail in writing is essential to success. Each student is expected to complete all assigned work on time and contribute consistently and with enthusiasm to class discussions and group activities. *Prerequisite: an A- or higher in 8th grade history class; mandatory summer reading assignment and reflection, as well as a placement essay.* **Honors, Social Justice; Global**; *6 credits*.

Ethics in Modern World History: This full-year course explores the development of the modern world from 1450 to the present, examining how societies across the world have shaped and been shaped by global interactions. Students will study major historical developments, including the rise and fall of empires, global trade networks, technological and scientific advancements, cultural movements, political revolutions, industrialization, imperialism, world wars, decolonization, and globalization. They will investigate how systems of power, economic structures, innovations, cultural practices, social organizations, and environmental changes have developed and intersected throughout history. Given history's complexity, shaped by a wide range of decisions both noble and destructive, students will examine the actions people took and reflect on the forces that have influenced the course of our world. This knowledge will empower them to better engage with the present and make thoughtful connections between past events and current challenges. **Social Justice; Global**; *6 credits*

Honors Ethics: We are all endowed with the power to lead ourselves, to support our families, and to engage meaningfully in our social and political worlds. This fact is particularly relevant to sophomores, who stand on the threshold of forging a path in the upper school and beyond. In order for students to make positive contributions to all of their present and future communities, it is essential that they appreciate the ethical weight of their lives. Our intention is not to provide answers; rather, we encourage students to engage in deliberate inquiry and reflection—often the precursor to healthy decision making—that we hope becomes a lifelong habit. In creating this seminar style class, instructors draw content from world history, philosophy, and the social sciences; we introduce students to deep study in these fields and we hope to inspire further study in all of them. We believe that students benefit enormously from study in Ethics and are confident that this study will prepare students for their continued study of history in their junior and senior year and their lives.. *Prerequisite: Teacher Recommendation and an A- or better in 9th grade History & mandatory summer reading assignment.* **Honors; Social Justice; Global**; *6 credits*.

AP World History (Modern): In AP World History (Modern), students will explore significant events, individuals, developments, and processes from c. 1200 CE to the present, developing essential historical thinking skills such as researching and analyzing primary and secondary sources, constructing sophisticated arguments, and writing clear, reasoned essays on themes of continuity and change, comparison, and causation. The course examines history through a variety of lenses, including political structures (who holds and exercises power), innovation and technology (how humans meet challenges), and social structures (how humans organize themselves and interact). Topics of study include the rise and fall of empires, global trade networks, industrialization, revolutions, imperialism, world wars, decolonization, and globalization. Designed to emulate the pace and rigor of a college-level course, AP World History: Modern prepares students to succeed on the AP Exam in early May. Prerequisite: Teacher Recommendation and an A- or better in 9th grade History & mandatory summer reading assignment. **AP; Global; Social Justice.** *6 credits*.

United States History: United States History is a survey course that examines the development of the United States as a political, social, and economic entity from its 17th-century origins to the present, with a particular focus on the development of a distinct "American Identity." Special attention will be given to exploring some of the most critical turning points in American history, typically including the American Revolution, the origins of our Constitution, reform movements, the Civil War and Reconstruction, the Gilded Age, World War I, the Great Depression, World War II, the Cold War, and issues in the United States today. Research skills, creative analysis, and persuasive writing will be core components of the course. Particular attention will also be paid to historiographical questions about objectivity, reliability of evidence and sources, and the selection and interpretation of data. A further aim of the course is to build students' skills in research, argumentation, debate, and the presentation of information. Required, *intended for juniors (unless in Honors U.S. History or APUSH);* **Social Justice; Global.** *6 credits*.

Honors US History: In this year-long course, students will work to understand historical events with a theoretical approach based in both history and cultural studies. The history portion will attempt to explain things chronologically, focusing on key moments throughout the history of the nation, starting with the Pre-Columbian period and ending in the Obama-Trump era. Students will examine and understand prevalent themes such as liberation, colonization, and examine the uniqueness of building a nation from a multitude of perspectives and backgrounds. Students will be challenged to think critically about policies, systems, rules, and how a society begins to form. The Cultural Studies component of the course will expose students to the ways in which various theoretical disciplines shape culture, society, and the political realm. Over the course of the year, students will encounter college-level texts, lectures, and resources by peer-reviewed scholars. With writing, students will produce a variety of texts, creative, analytical, and argumentative. Particular attention will be given to focusing how ideas emerge historically and consistently throughout time. Thus, through these diverse lenses, we will come to understand and appreciate how history, popular culture, and a multitude of perspectives creates and shapes the narratives of the American historical experience. *Prerequisite**:** Teacher Recommendation and an A- or better in 10th grade Ethics & mandatory summer reading assignment. Required, intended for juniors (unless in US History or APUSH);* **Honors; Social Justice; Global.** *6 credits*.

AP United States History (APUSH): This year-long course explores U.S. history from the pre-Columbian period into the 21st century. Together the students and teacher will follow the trajectories of both colonizer and colonized, examine the often-messy process of nation building, and examine America's transformation from a colonial backwater spawned by European nation-states in the 16th and 17th centuries to a great world power by the mid-20th century. Concurrently, the difficult process by which the country's promise of freedom and equality extending to more and more groups over time will also be detailed and analyzed. Students will be challenged to develop and employ historical reasoning and critical thinking skills and to express themselves clearly and confidently both verbally and in writing. This course is discussion-based and is designed to emulate the pace and academic rigor of a college-level course. Students enrolled in this class are required to take the AP exam in early May. Required, *intended for juniors, (unless in US History or Honors US History); Prerequisite**:** Teacher Recommendation and an A- or better in 10th grade Ethics in the Modern World & mandatory summer reading assignment.* **AP; Social Justice; Global.** *6 credits*

AP Government and Politics: This is a course for anyone who wants to better understand the news out of Washington D.C., and how that news shapes, and is shaped, by policy. To do this, students will not only familiarize themselves with the traditional policymaking "linkage institutions" (such as the three branches of government), but also by coming to better understand those institutions that wield great power "behind the scenes" (such as interest groups and the media.) A focus on current events over history allows students to unpack some of the more pressing issues of our time, such as political polarization and voter disenfranchisement. Any student who completes AP US Government will not only be able to form and express their own political views more intelligently; they will also be able to put those views to use as an active participant in the U.S. political system. *Prerequisite**:** Teacher Recommendation; an A- or better in*

11th grade history; and a demonstrated capacity for independent work. There is also the mandatory completion of intensive summer assignment; **AP; Social Justice; Global.** *6 credits*.

Honors Psychology: Students who are planning on taking all of the three psychology electives will have the opportunity to take Honors Psychology. This course offers students the opportunity to enrich their experience of the referential and structural aspects of psychological concepts and paradigms in order to cultivate a deeper understanding of themselves, others and the world around them. They will read additional material and complete extra writing assignments. Students are evaluated: on the quality and quantity of their participation in group and class discussions; on their individual and group presentations; and on a final extensive reflective essay and/or journals and/or multiple intelligence project. They will also be expected to complete extra writing assignments relating to the book designated for that trimester. This course is a yearlong Honors course that is generally recommended for students in 12th grades who have achieved at least a 'A-' grade for their history class the previous academic year. **Honors; Social Justice; Global**; *6 credits*.

Honors Economics: Students who are planning on taking all three economics electives will have the opportunity to take Honors Economics. The purpose of this course or set of electives is to introduce students to a variety of economic frameworks, theories, and schools of thoughts; and for students to examine traditional economic theory and to compare that theory against real world outcomes. Students are encouraged to develop their critical awareness and deepen their understanding of the meaning of a "successful economy" from a variety of perspectives. Over the course of the year, students will learn in depth about how economic choices are made, the involvement of the government in the economic realm, and the impact of economic theory and frameworks on international trade and international economics. The overt and covert, subtle and the direct influence that the media wields in the economic decision-making process is examined in depth. Particular attention will be paid to the issues of: the nature and extent of freedom of choice; effectiveness, efficiency, equality and environmental impact; and the interrelationship between the market and democracy. Students are evaluated: on the quality and quantity of their participation in group and class discussions; on their individual and group presentations; and on a final project. Honors students will also be expected to complete extra writing assignments (usually essays) relating to the readings designated for that trimester. This course is a yearlong Honors course that is intended for students in 11th and 12th grades who have achieved at least a 'B+' grade for their social studies or history class the previous academic year. **Honors; Social Justice; Global;** *6 credits.*

FALL TRIMESTER COURSES

Psychology: Theoretical Roots: The purpose of this class is to introduce students to a variety of psychological perspectives relating to the meaning of "aspects of self." The theme for this trimester is: "Who am I?" Students will be exposed to various schools of thought of some famous psychologists including Freud, Jung, Skinner, Erikson, Fromm, and Adler; and will be asked to analyze selected psychological concepts, including "transference," "ego-defenses," "conscious, subconscious, unconscious," "synchronicity," "stages of development," "compensatory and competitive drives," and "transcending determinism." Students will examine a selection of psychological topics including personality; relationship with self, others, and the world; and mental health. The class will encourage students to utilize the knowledge, skills and understanding acquired in the class to develop a healthy way of relating to their "self/selves," others and the world around them. Students are evaluated: on the quality and quantity of their participation in group and class discussions; on their individual and group presentations; and on a final extensive reflective essay and/or journals and/or multiple intelligence project; **Social Justice, Global**; *2 credits.*

Economics I – Who Chooses The Choices?: The purpose of this class is to introduce students to a variety of economics frameworks and theories relating to "What Are The Choices? How Do We Achieve The Choices? & Who Chooses The Choices". Students are exposed to various schools of thought of some famous economists including; Adam Smith, Jean Baptiste Say and John Stuart Mill; and are asked to analyze selected economics concepts, including: "markets and their limitations"; "scarcity and choice"; "consumer sovereignty"; "utility maximization"; "efficiency vs equity" and "monopolies and oligopolies". The class will encourage students to utilize the knowledge, skills and understanding acquired in the class and relate it to the world around them. This course is a trimester elective course that all high school students are eligible to take but intended for students in 11th and 12th grades. *2 credits*

Public Speaking I - Introduction: The purpose of this course is to prompt students to acquire the techniques and methods of formal speaking and presentations and to develop the ability to speak extemporaneously. Students will be introduced to psychological techniques for handling performance anxiety and the importance of preparation and planning. The students experience a variety of practical applications and at least five different types of speeches including: an "Ice-Breaker" (about oneself); Speaking in Earnest; Organizing a Speech; "Wordsmithing" Speech; "All Hands on Deck" Speech; and Vocal Variety Speech. **This class may also be taken for English credit**. *2 Credits*.

WINTER TRIMESTER COURSES

Art History: New Hope Impressionists and Early 20th Century Bucks County Art: This class explores the founding of New Hope as an art colony, its growth as a regional art center, and how this intersects with the establishment of Solebury School. Learn about the important artists from this period, as well as their techniques and lasting influence, through readings, images, and visits to established museums and little-known private collections. *2 credits*.

Humanistic Psychology: The Third Force: The purpose of this class is to introduce students to a variety of psychological perspectives relating to the idea of "being human". The theme for this trimester is: "Who am I Being?" Students will be exposed to various schools of thought of some famous Humanistic/ Existentialist psychologists including Heidegger, Maslow, Rogers, Binswanger, Boss, Frankl, May and Perls and will be asked to analyze selected psychological concepts, including: "freedom," "authenticity," "anxiety," "intentionality," "self-actualization," "self-transcendence," "unconditional positive regard," "logotherapy," "Noö-dynamics," and "Gestalt." Students will examine a selection of psychological topics including personality, relationship with self, others, the world and mental health. The class will encourage students to utilize the knowledge, skills and understanding acquired in the class to develop a healthy way of relating to their "Way of Being*,"* as well as others and the world around them. Students are evaluated: on the quality and quantity of their participation in group and class discussions; on their individual and group presentations; and on a final reflective essay/journal and/or a multiple intelligence project; **Social Justice, Global**; *2 credits.*

Economics II – King Keynes vs Mighty Milton: The purpose of this class is to introduce students to a variety of economics frameworks and theories relating to "government intervention vs government interference." Students are exposed to various schools of thought of some famous economists including; John Maynard Keynes and Milton Friedman; and are asked to analyze selected economics concepts, including: "unemployment of resources"; "inflation"; "economic growth"; "taxes and government spending"; "managing the money supply" and "2008 financial crisis". The class will encourage students to utilize the knowledge, skills and understanding acquired in the class and relate it to the world around them. This course is a trimester elective course that all high school students are eligible to take but intended for students in 11th and 12th grades. *2 credits*

Civil Rights History Through Film- WW2-Modern Era: This course will examine the realm of the

post-World War II, Civil Rights Movement led by African Americans in the United States. We will examine the ways in which screenwriters, directors, scholars, activists and historians depict the movement and its larger implications. We will read a wide variety of primary and secondary sources that highlight the key people, issues, events, and debates within movement history, including, but not limited to, gender and leadership; struggles for civil rights in the south, west, and urban north; the impact of the Cold War on race relations; student activism; movement strategies; and ultimately the emergence of Black Power. We will aim to understand how the Black experience is depicted throughout films and shows as we transition into a modern era. Upon successful completion of the course, students will be familiar with the main questions and debates regarding the history of the Civil Rights Movement and be able to critically analyze the ways the Civil Rights Movement has been depicted in film and documentaries. Class discussions and assignments will help students develop historical perspectives; identify key historical issues and debates within Civil Rights Movement History; support plausible historical arguments; locate relevant information; and express themselves clearly. **Social Justice**; *2 credits*

Public Speaking II: The Psychology of Performance: The purpose of this class is to take a deep dive into performance psychology that addresses issues of optimal performance across a wide range of fields. Optimal performance can be improved through practice, but can also be enhanced via psychological methods by addressing "self-interference" and mental barriers. Major performance arenas include: sports and the performing arts (which includes music, dance, and theatre arts); and, of course, public speaking or presenting. Some common psychological concerns include the management of optimal performance, performance arousal, focus maintenance, competition and perfectionism. The students experience a variety of practical applications which involve demonstrations, but will also include informative, persuasive and inspirational presentations. **This class may also be taken for English credit**. *2 credits*

SPRING TRIMESTER COURSES

Modern Psychology: The Way Forward: The purpose of this class is to introduce students to a variety of psychological perspectives relating to the idea of "fulfilling potential." The theme for this trimester is: "How Can I Be My Best Self?" Students will be exposed to various schools of thought of some famous psychologists including: Mihaly Csikszentmihalyi; Tomkins & Ekman, Goleman, Gardner, Seligman, Gottman; and will be asked to analyze selected psychological concepts, including: "Flow*,"* "Affect Imagery Consciousness," "micro expression," "emotional intelligence," "dissonance, resonance and leadership," "multiple intelligences," "authentic happiness," "learned optimism," and "Cascade Model of Relational Dissolution." Students will examine a selection of psychological topics including personality; relationship with self, others, and the world; and mental health. The class will encourage students to utilize the knowledge, skills and understanding acquired in the class to develop a healthy way of relating to their "self/selves," others and the world around them. Students are evaluated: on the quality and quantity of their participation in group and class discussions; on their individual and group presentations; and on a final extensive reflective essay and/or journals and/or multiple intelligence project; **Social Justice, Global**; *2 credits.*

Economics III – International Economics: The purpose of this class is to introduce students to a variety of economics frameworks and theories relating to "international trade and international economics". Students are exposed to various schools of thought of some famous economists including; David Ricardo, Adam Smith and Milton Friedman; and are asked to analyze selected economics concepts, including: "theory of comparative advantage"; "tariffs vs free trade"; "balance of payments – trade balances and financial flows"; and "fixed, free and flexible exchange rates". The class will encourage students to utilize the knowledge, skills and understanding acquired in the class and relate it to the world around them. This

course is a trimester elective course that all high school students are eligible to take but intended for students in 11th and 12th grades. *2 credits*

The Black Lived Experience in the Vietnam Conflict: The era of the Vietnam War encapsulates a period in American history that had a dramatic impact on the nation at large and drastic repercussions on the African American community. As American mainstream society splintered into those supporting the war, those protesting against the war, and a vibrant youth movement advocating for unity and harmony, the Black American lived experience in this time period evolved in both positive and negative ways. This course will use a variety of texts to analyze this era and further investigate themes such as black masculinity, poverty within inner city communities, and ghettoization to underscore the troubling times for many African Americans who were involved and affected by this era. Students will become more familiar with the political implications of this time period and the looming legacy of the Vietnam War in the African American community. **Social Justice, Global**; *2 credits*.

Public Speaking III: The purpose of this class is to take a deep dive into effective communication (speaking, presenting, leading discussions, etc.) as it pertains to leadership. Topics of importance include: The quality of being proactive; envisioning the message and its "architecture"; and, of course, the ability to weigh and prioritise the relative importance of significance of various ideas when speaking or presenting; understanding group dynamics in relation to different forms of communication, including speaking, presenting, leading discussions; inter-personal communication styles; and preconceptions regarding leadership, norm establishment, and conflict resolution; communication styles and how that relates to leadership style. Students will experience a variety of practical applications which involve demonstrating through speeches, presentations and other forms of oral communication an understanding of the what (content) and how (process) of the relationship between speaking and leadership (and vice versa). **This class may also be taken for English credit**. *2 credits*

VISUAL AND PERFORMING ARTS

Art should challenge the intellectual, creative, and expressive powers of each student. The Arts program teaches a variety of creative skills to develop self-esteem through the successful completion and exhibition or performance of works of art. Six Art credits are required for graduation. Studio Art, Chorus, and Theatre courses earn one credit each trimester. Art History courses earn two credits each trimester as does Engineering. Unless otherwise noted, courses can be repeated for credit.

Private Music Lessons: As a service to students, the music department can arrange to provide private lessons to students. These lessons are at the students' expense and are scheduled during the students' free periods and after school. At the moment, we offer lessons in guitar, bass guitar, banjo, flute, violin, piano, viola, saxophone, clarinet and drums. We can also provide names of music teachers.

If you have any questions about Solebury School's Arts Department, please contact the appropriate department chair or administrator:

Visual Arts:	Kirby Fredendall	email: kfredendall@solebury.org
Theater and Dance:	Titus O'Neil	email: toneil@solebury.org
Music:	Cathy Block	email: cblock@solebury.org

YEARLONG COURSES

Honors Ceramics: This class is for students who have taken the Advanced Ceramics class and are ready to take on a bigger role in the studio. The projects are similar to the assignments in the Advanced Ceramics class but the expectations are higher still. Students are expected to push themselves harder and focus more on the development of their personal vision. Honors students will develop a body of work as if they are preparing for a solo show. The honors students will be expected to create an online professional presence; Website , Instagram, FB professional artist page, Etsy site (if applicable) Youtube. They will create an Artist's statement, a logo and business cards. There are three research projects/presentations throughout the year (ideally one a trimester). They will have the opportunity to work with different clay bodies (types of clay), and have their work fired in a wood-fired kiln and experience a Raku firing. Students are expected to take on more of a role in all aspects of the running of the Ceramic Studio. This is a yearlong course and cannot be taken on a trimester basis. Prerequisite: Advanced Ceramics. *3 credits*

Advanced Ceramics: This class is for students who are very serious about continuing in ceramics and wish to master their skills at a higher level. The projects are similar to the assignments in the Ceramics class but the expectations are higher. Students are expected to push themselves harder and focus more on the development of their personal vision. Advanced students will continue to develop their hand-building skills through increasingly complex projects and will continue to develop creative concepts through working in series. Students will begin (or continue) throwing on the wheel. In addition, they will have the opportunity to work with different clay bodies (types of clay), and have their work fired in a wood-fired kiln and experience a Raku firing. Students are expected to participate in all aspects of the running of the Ceramic Studio. This is a yearlong course and cannot be taken on a trimester basis. *Prerequisite: Intermediate Ceramics. 3 credits*

Advanced Painting and Drawing: This class is for students who are very serious about continuing in painting and drawing and who wish to master their skills at a higher level. It is a requirement for students working towards the AP Studio Art class. The students will continue to refine advanced drawing techniques, such as contour, positive and negative space, composition, and value while working with more complex subjects. They will work with oil paint, watercolor, gouache, and acrylic paint as well as

charcoal, graphite, chalk pastel, and oil pastels on both subjects from life and from their imagination. Throughout the trimester, students will progress towards working on projects that are more independent and geared towards helping them to develop a personal voice in their artwork. Students will be expected to participate in group critique. This is a yearlong course and cannot be taken on a trimester basis. *Prerequisite: Intermediate Painting and Drawing (taken twice) or permission of the instructor. 3 credits*

Advanced Photography: For this class students are expected to know how to fully operate a digital camera of their choice and produce stylized final images related to various projects. Students will be graded on how well they meet their deadlines and the depth of their creative exploration on each project. Students will be given the opportunity to explore the various procedures involved in Studio Photography and controlled lighting conditions when taking portraits or still lifes. We will also explore various genres of photography like portraiture, landscape, documentary and photojournalism. All of our images will be edited using the newest version of Adobe Lightroom and Photoshop and we will be printing our final work using exhibition quality print paper on high quality inkjet printers. *Students may repeat this class. Prerequisites: Photography I and II, and Introduction to Digital Photography. 3 credits.*

AP Studio Art: For students planning to go to Art School, or for those for whom it's even a possibility, this course is a must. Students will develop their portfolios initially through teacher directed assignments and then through student-derived projects. This challenging course is designed with all of the expectations of a college level course and is open to qualified juniors and seniors only. In order to meet the minimum of six hours of studio time, this course will meet during one Arts block, one class in the rotating schedule, and Monday evening Life Drawing. It is expected that at least 50% of the students' work will be done outside of class, so independent initiative is a must to be successful in the class. There are two options for the AP Studio Art Portfolio: Drawing or 2-D Design. Early in the year, the Art Department will meet with students to discuss the differences between the two. Because there are two portfolio options, students may take AP Studio Art twice; however they may not repeat the same portfolio category. Portfolios will be submitted in May and although we hope our students achieve high marks for their portfolios, we are more concerned with their personal development as artists. In order to be accepted into this competitive and rigorous course, students must a) submit an application/contract and a sample of their work for review, and b) successfully complete all of the summer assignments and submit them within the first week of school. ***AP.*** *9 credits. Prerequisite: Advanced Painting and Drawing.*

Solebury Elite Ensemble: As the title suggests, this is an ensemble designed for the musical student who plays at a very advanced level. Students are admitted by audition or at the discretion of the music director. Though preference will be given to those who are well grounded in the classical style and who can fluently read music notation, students will have the opportunity to study a mix of musical styles with all of their particular characteristics. Each student plays a role in choosing the ensemble's repertoire. Performances at venues throughout the school year will include, but not be limited to a school assembly, a school auction, the end of trimester concert and other off campus venues to be determined. Grading is based on participation and attendance which includes both rehearsals and performances. *Prerequisite: Advanced musicians by invitation and audition. Honors. 3 credits*

FALL TRIMESTER COURSES

Visual Arts

Art Foundations: This course is designed for both beginning students who have not had any training in the arts as well as students who need to strengthen their skills for our upper level classes. We require this class for students who are new to our program unless they share a portfolio that indicates strengths in all areas covered in the course. Students will learn to work in pencil, charcoal, gouache, pastel, acrylic, and oil paint. They will start with learning how to draw basic shapes, progress to learning how to use light and shadow to create space and form, and learn how to create engaging compositions. These concepts and techniques will be taught through the lens of the 2 dimensional design elements of line, shape, size, space, color, texture, and value. Students will be permitted to move to Intermediate art based on their work in the class and may be asked to take the class twice to be ready for the Intermediate class. *No Prerequisite, 1 credit*

Art of the Book: The Art of book making has been experiencing a renaissance in the past few years as artists of all types have become interested in the tremendous creative potential book arts offers. Some book artists have created sculptural books that barely resemble what you would think of as a book. Other artists take old books and alter them into spectacular new objects. In this class we will be creating as many different types of books as we possibly can; from traditional sewn books to tab books, star books to altered books, sculptural books and pop up books, accordion books to folding books and the list goes on and on. We will work on mastering the basic skills needed to problem solve any book design we can imagine. There is no limit to what you can do with books. This class can be repeated. Prerequisites: none. *1 credit*

Intermediate Ceramics: This class is for students who would like to continue working in ceramics, but are not interested in the intensive year long course. Ceramics students will continue to develop their hand-building skills through increasingly complex projects.They will work toward mastering basic handbuilding techniques. They will begin to develop creative concepts through working in series. Students will learn how to work with Hard and soft Slab construction.Students will begin throwing on the wheel. In addition, they may have the opportunity to work with different clay bodies (types of clay), and have their work fired in alternative kilns. Students are expected to participate in all aspects of the running of the Ceramic Studio. This class can be repeated *Prerequisite: Intro to Ceramics.1 credit*

Introduction to Ceramics: Students in this introductory course will explore two basic hand-building techniques: pinching (as in pinch pots) and coil construction. The students will work to master these foundational skills. With these two techniques, an artist can create almost any object that can be imagined. Each skill helps to develop muscle memory and an understanding of the properties of the clay. Timing plays a big part in ceramic work; consequently, students will learn how to plan and prepare for every project.. *No prerequisite 1 credit.*

Life Drawing: This class meets on Monday from 6:30 - 8:30 PM and is an advanced class for mature students who wish to work on their portfolio and/or deepen their skills of working from observation. Students must have a working knowledge of contour, gesture, value, and composition, and experience working from life to accurately see form in space and translate it to the two dimensional page. Students will have the opportunity to use the human form as their subject as they advance their drawing skills. This class will broaden the students' repertoire of drawing materials, including pencil, charcoal, conte, pastel, ink, and tempera paint as they explore the creative possibility of using the materials alone and in mixed media pieces. The students will work to develop a personal style and to learn to speak knowledgeably about the work in class critique. The fall trimester class will emphasize traditional skills and drawing techniques with an emphasis on portfolio completion for seniors and beginning preparation for juniors.

The winter term will move into more work with color and longer poses. In the spring trimester juniors will be encouraged to continue building their portfolios. In the spring, the work will become more experimental and involve more mixed media. *Prerequisite: Intermediate Painting and Drawing (taken twice) and permission of Art Department. 1 credit.*

Photography I: In this course students will learn to use a 35mm film camera and the correct procedures for working in a darkroom. Assignments are generally designed to teach students to set shutter speeds manually and the creative use of apertures. There are no specific brief-based assignments at this level. The object is to get the student to fully understand the operation of a camera to achieve various artistic results. They are given the artistic freedom to capture any subjects they please and from this they will learn about depth of field with regards to aperture and the capturing of movement with various shutter speeds. They will learn how to process and develop film negatives, how to produce contact sheets, and how to create a unified catalogue of images. Ultimately students will produce hand-printed images in the darkroom. *No prerequisite 1 credit.*

Yearbook: In this course, students will gain, develop, and master skills in one or multiple areas of the yearbook creation process. Whether you're interested in page design, publishing or photography, copywriting or marketing, or any other skill required to create a memorable yearbook, you'll be able to come to class each day and learn by doing. Outside of developing these individual skills, we're also working towards a single, shared goal: to create the most memorable yearbook Solebury School has ever seen. *1 credit*

How Things Work: This is a course where students learn about common mechanical and electrical items which surround us every day. Usually we start with the electrical grid and then move on to magnetic recording using the oscilloscope to illustrate waves and electrical phases, wall dimmers, electric motors, and other magneto-electric apparatus. To supply a rudimentary knowledge of car mechanics, we invite a graduate who has been to diesel engine school to do a guest lecture or two. The IT department covers several sessions to inform students about home computer construction and networking issues. We explore many other areas as well and, where possible, our class time will involve trips to local facilities to see our studies in action. *1 credit*

Engineering I: This class is designed to be an educational and engaging single trimester introduction to applied STEM (Science, Technology, Engineering, and Mathematics) concepts. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, technical documentation, engineering standards, and the global and human impact of various engineering disciplines. Modern skills and technology used to assemble basic projects will be introduced with a focus on design using computers, laser cutters, 3D printers and makerspace materials. The technical aspects of coding and computer programming are not emphasized in this course, although students with a more technical background are welcome to contribute additional levels of engineered complexity to their group projects. This elective is offered every term. **Counts as Arts *or* Science credits**. *Prerequisite: None. 2 credits.*

Engineering II: This class will work with the applied STEM (Science, Technology, Engineering, and Mathematics) concepts from the Engineering I class and use them to demonstrate projects for practical use. The emphasis of the class will be on the design of projects which reinforce mechanical design skills while incorporating advanced technology including 3D printing and programmable circuit design. Students will learn to independently operate and maintain the IDEA Lab makerspace equipment including the 3D printers and laser cutters. Group and individual final projects will be expected at the end of the trimester, including an opportunity to participate in a regional engineering competition. Students will also have the opportunity to experiment with the schools VR equipment and drones. **Counts as Arts *or* Science credits**. *Prerequisite: Engineering I. 2 credits.*

Performing Arts

Art of Acting: An introductory course into the toolkit and techniques of becoming an actor. This course will cover the basics of Stanislavski and early topics that will be pivotal knowledge for all performances. *Required course for advanced theatre topics. *1 credit*

Honors Theatre Production: This project-based class will focus completely on the individual student's work on STC winter productions. Production assignments are given at the discretion of the Technical Director. This course will be heavily independent work and will have time commitments for productions outside of the regularly scheduled class time. ***This course is recommended to any students that are planning to take on a production design or plans to be heavily involved in the build process of our winter mainstage musical. Prerequisites:** Intro to Tech Theatre, 1 completed course in design, and participation in 2+ Solebury mainstage productions. *1 credit Honors*

Scriptwriting: Whether writing a story for the stage or the screen, you must begin with a good script! This course will teach techniques and approaches to writing plays and screenplays, giving specific prompts and writing assignments to hone your skills. The class will culminate in a draft of your own original script that will have a dedicated reading with acting students so you can take it wherever it may go next! *This course is recommended for students following a theatre or film track Arts concentration. *1 credit*

Film Production: In this introductory course, students will learn the process of filmmaking from developing ideas to final editing. Students will work individually and collaboratively on several hands-on projects that explore fundamentals of green-screening, cinematography/shot composition, sound, lighting, and video editing. Students will have the opportunity to use industry-standard equipment and software such as Adobe Premiere and DaVinci Resolve. *1 credit*

Introductory Ensemble: Introductory Ensemble is designed to prepare instrumentalists for optimal participation in a music ensemble, building individual technique and practicing the art of collaboration. Grading is based on 1) Full participation and attendance …65 percent, and 2) Final assignment / concert …35 percent. *1 credit*

Vocal Performance Workshop: Vocal Performance Workshop is a master class on vocal training and performance. It has an emphasis on building vocal technique, learning to constructively critique peers in a workshop setting, and performing. The musical backdrop for this class is vast, ranging from musical theatre songs to contemporary music. Students will perform as an ensemble but will also get monthly (or whatever pace suits the class) themed song assignments. For these assignments, they will perform for the class, receive feedback, and give a repeat performance after they've incorporated suggestions from the workshop. An example of a monthly theme may be duet month, where the teacher will pair two students together on a selected song. More monthly themes could be: three-part harmony, a month dedicated to a specific artist or musical, and different genres of music, like pop or folk. If any students play an instrument, they will be encouraged to accompany themselves or collaborate with classmates. For the trimester concerts, they will essentially be performing the class's greatest hits—working on group numbers throughout the class and choosing from the best themed assignments. The ensemble will perform with a live pianist and/or house band. This class serves as a good resource for anyone who loves to sing and is ideal for students who plan to audition for collegiate-level music or theatre programs. Vocal Performance entry should be met with approval by the Vocal Director, Kim Harris. Students should set up a time to meet with Kim. *1 credit Honors*

Solsingers: This is a performance class using group and harmony singing in a variety of styles. Rehearsals will also include physical exercises to enhance and improve vocal skills, breathing, coordination, and rhythmic skills. The musical selections will be prepared for performances at recitals and assemblies. Performing experiences will be enriched with additional kinds of musical understanding; including, but not limited to music theory, listening and history. Self and group assessments will be used for reflection and grading. *No Prerequisite, 1 credit*

Honors Ear Training and Music Theory: This class will focus on improving the musician's ear and strengthening music theory knowledge. Students will practice and learn to identify major, minor and b7 intervals by ear, as well as chords with multiple tensions - such as 7's, 6's, b9, #9, b13, etc. Students will do rhythmic and melodic dictation. They will also learn how to build and sing chords. There will be sight singing. Music theory will be the companion in this course. Everything we do will be accompanied by breaking down and explaining the theory involved. Basic music reading skill is needed for this class. The pace of the class will move as it suits the students. Please note this is a two-trimester course (fall and winter). *2 credits, Honors.*

Jazz Roots Ensemble: This ensemble plays everything from mainstream jazz to bebop and funk. It is a performance based group, and gives feature concerts. This class offers lots of improvisational opportunities. We discuss improvisational techniques, and how to build a solo. Jazz Roots also encourages original composition. We discuss how pieces can be arranged to create a more interesting composition, and how to rehearse a band. Vocalists and instrumentalists are welcome. Prior music training is needed for this class. *Prerequisite: Advanced Proficiency Suggested, Students must have approval of instructor. Honors. 1 credit (fall term)*

Rock Band: Rock Band plays contemporary and classic rock. Come get the experience of what it feels like to be in a band. Learn about rehearsing a band, and how to make an exciting arrangement for a band. Learn and improve your stagecraft and performance skills. Rock Band is a performance based group, and gives feature concerts. Vocalists and instrumentalists are welcome. Prior music playing is expected for this class. An intermediate to advanced skill level is needed. *Prerequisite: Intermediate Proficiency or better. 1 credit (fall term)*

Theatre Jazz: Calling all lovers of theater! Theater Jazz combines jazz technique with the storytelling, style, and performance quality of musical theater. Designed for students of varying dance backgrounds, this class builds technical skill while encouraging confidence, creativity, and stage presence. Students will learn classic and contemporary musical theater choreography inspired by Broadway productions while developing jazz technique, turns, leaps, kicks, flexibility, musicality, and expressive performance. Through combinations dancers will explore how movement, character, and storytelling work together on stage.Whether you hope to perform, strengthen your skills for musicals, or simply enjoy dancing, this class offers a fun, supportive environment for growth. By the end of the course, students will have improved their technique, expanded their performance abilities, and gained the confidence to perform with energy, artistry, and personality. *1 credit.*

WINTER TRIMESTER COURSES

Visual Arts

Graphic Design: Graphic Design is an introductory course in basic design principles and how they are applied to the world of digital design. From postage stamps to giant billboards, photography to fabric, digital design permeates our environment. Understanding how to apply basic design concepts to the presentation of informative, persuasive and dynamic material is crucial to communicating with an audience. The main emphasis of this course will be the skillful combining of images and text to solve visual problems. Typography, image, space, color and form will be integrated as the year progresses. Students will learn about digital illustration, painting and multi-media solutions through lectures, demonstrations and hands-on experiences. Students will be introduced to Adobe Creative Suite that includes Photoshop, Illustrator and learn to use the laser cutter to create 3-dimensional products. *No prerequisite. 1 credit*

Art History: New Hope Impressionism & Early 20th Century Bucks County Art. This class explores the founding of New Hope as an art colony, its growth as a regional art center, and how this intersects with the establishment of Solebury School. Learn about the important artists from this period, as well as their techniques and lasting influence, through readings, images, and visits to established museums and little-known private collections. *2 credits*.

Computer Aided Drawing (AutoCAD): CAD drafting is the language that architects, planners, and other designers use to communicate with one another on collaborative projects and with builders or fabrication shops. The process allows the viewing of the idea you've had in a scaled relationship, to check that the rooms, moving parts, etc. will fit together and function properly. The drafting process aids in graphic thinking and suggests new avenues of design exploration. *No Prerequisite*, *1 credit*

Art Foundations: This course is designed for both beginning students who have not had any training in the arts as well as students who need to strengthen their skills for our upper level classes. We require this class for students who are new to our program unless they share a portfolio that indicates strengths in all areas covered in the course. Students will learn to work in pencil, charcoal, gouache, pastel, acrylic, and oil paint. They will start with learning how to draw basic shapes, progress to learning how to use light and shadow to create space and form, and learn how to create engaging compositions. These concepts and techniques will be taught through the lens of the 2 dimensional design elements of line, shape, size, space, color, texture, and value. Students will be permitted to move to Intermediate art based on their work in the class and may be asked to take the class twice to be ready for the Intermediate class. *No Prerequisite, 1 credit*

Intermediate Painting & Drawing: This course builds on the techniques and concepts of the foundations class. Students will work in pencil, charcoal. gouache, pastel, watercolor, acrylic, and oil. This class is designed to help the student build upon their painting and drawing skills through work that is more advanced. Students will work mainly from observation on specific skills such as rendering light and shadow, creating engaging compositions, and will begin to explore how to bring their own creative voice to their work. Students must take two Intermediate level classes to be admitted to the Advanced class. *Prerequisite: Art Foundations (or Intro to Painting & Drawing). 1 credit*

Intermediate Ceramics: This class is for students who would like to continue working in ceramics, but are not interested in the intensive year long course. Ceramics students will continue to develop their hand-building skills through increasingly complex projects.They will work toward mastering basic handbuilding techniques. They will begin to develop creative concepts through working in series. Students will learn how to work with Hard and soft Slab construction. Students will begin throwing on the

wheel. In addition, they may have the opportunity to work with different clay bodies (types of clay), and have their work fired in alternative kilns. Students are expected to participate in all aspects of the running of the Ceramic Studio. This class can be repeated *Prerequisite: Intro to Ceramics.1 credit*

Introduction to Ceramics: Students in this introductory course will explore two basic hand-building techniques: pinching (as in pinch pots) and coil construction. The students will work to master these foundational skills. With these two techniques, an artist can create almost any object that can be imagined. Each skill helps to develop muscle memory and an understanding of the properties of the clay. Timing plays a big part in ceramic work; consequently, students will learn how to plan and prepare for every project.. *No prerequisite 1 credit.*

Photography I: In this course students will learn to use a 35mm film camera and the correct procedures for working in a darkroom. Assignments are generally designed to teach students to set shutter speeds manually and the creative use of apertures. There are no specific brief-based assignments at this level. The object is to get the student to fully understand the operation of a camera to achieve various artistic results. They are given the artistic freedom to capture any subjects they please and from this they will learn about depth of field with regards to aperture and the capturing of movement with various shutter speeds. They will learn how to process and develop film negatives, how to produce contact sheets, and how to create a unified catalogue of images. Ultimately students will produce hand-printed images in the darkroom. *No prerequisite 1 credit.*

Photography II: In this course students will expand on their knowledge gained during their Photo II class with more emphasis on project-based briefs and complete manual use of their 35mm camera. We will expand on the various genres initially encountered in Photo 1 like documentary, portraiture, landscape and photojournalism. They will show expertise in achieving various effects using depth of field, shutter speed, and the elements of composition and also be able to explore various techniques in the darkroom, using contrast filters and toning. Also in this class students will gain an understanding of the work of professional photographers and how they shoot, compose and light their subjects. We will hold class discussions in which the student will be expected to translate their concepts for fulfilling the various briefs and how they achieved their final prints. *Students may repeat this class. Prerequisite: Photography I, 1 credit*

Printmaking: Printmaking is all about working with the printing process, particularly with monotype, masking, chine-collé and block print. Students are given a few techniques to work with in the beginning of class; as they print, they learn how to apply the inks, how to hand-print, how to use the press, and how to mix the inks to achieve the effects they desire. The students also learn how to layer colors to develop depth in their work. Once students have a fairly good grasp of the basics, they are given more techniques that they are then expected to experiment with and incorporate into what they have already learned. Students will be expected to participate in group and individual critiques, submit 10 finished prints and complete self-assessments. The goal is to have students reach a level of mastery so that they can work independently and problem solve issues with their prints or concepts. *Students may repeat this course, there is no prerequisite. 1 credit*

Yearbook: In this course, students will gain, develop, and master skills in one or multiple areas of the yearbook creation process. Whether you're interested in page design, publishing or photography, copywriting or marketing, or any other skill required to create a memorable yearbook, you'll be able to come to class each day and learn by doing. Outside of developing these individual skills, we're also working towards a single, shared goal: to create the most memorable yearbook Solebury School has ever seen. *1 credit.*

Engineering I: This class is designed to be an educational and engaging single trimester introduction to applied STEM (Science, Technology, Engineering, and Mathematics) concepts. The major focus of this

course is to expose students to the design process, research and analysis, teamwork, communication methods, technical documentation, engineering standards, and the global and human impact of various engineering disciplines. Modern skills and technology used to assemble basic projects will be introduced with a focus on design using computers, laser cutters, 3D printers and makerspace materials. The technical aspects of coding and computer programming are not emphasized in this course, although students with a more technical background are welcome to contribute additional levels of engineered complexity to their group projects. This elective is offered every term. **Counts as Arts *or* Science credits**. *Prerequisite: None. 2 credits.*

Engineering II: This class will work with the applied STEM (Science, Technology, Engineering, and Mathematics) concepts from the Engineering I class and use them to demonstrate projects for practical use. The emphasis of the class will be on the design of projects which reinforce mechanical design skills while incorporating advanced technology including 3D printing and programmable circuit design. Students will learn to independently operate and maintain the IDEA Lab makerspace equipment including the 3D printers and laser cutters. Group and individual final projects will be expected at the end of the trimester, including an opportunity to participate in a regional engineering competition. Students will also have the opportunity to experiment with the schools VR equipment and drones. **Counts as Arts *or* Science credits**. *Prerequisite: Engineering I. 2 credits.*

Performing Arts

Honors Jazz Roots Ensemble: This ensemble plays everything from mainstream jazz to be-bop and funk. It is a performance based group, and gives feature concerts. This class offers lots of improvisational opportunities. Learn improvisational techniques, and how to build a solo. Jazz Roots also encourages original composition. Learn how pieces can be arranged to create a more interesting composition, and how to rehearse a band. Vocalists and instrumentalists are welcome. Prior music training is needed for this class. Please note this is a two trimester course (winter and spring). *Prerequisite: Advanced Proficiency, students must have approval of instructor. Honors. 2 Credits*

Making Music with Logic Pro: Logic is a widely used DAW in the music industry today, and is used by music producers, songwriters and artists. There's a good chance that many records you listen to were made using Logic. In this course the student will explore and learn about making music using Logic Pro. This class will introduce the student to the foundations of Logic and get them up and running so that they can create music using this DAW. The emphasis in this class will be the student working on individual music projects. We will cover making basic tracks, both audio and midi, and introduce the student to mixing tracks. Enrollment is very limited. *1 credit*

Honors Ear Training and Music Theory: This class will focus on improving the musician's ear and strengthening music theory knowledge. Students will practice and learn to identify major, minor and b7 intervals by ear, as well as chords with multiple tensions - such as 7's, 6's, b9, #9, b13, etc. Students will do rhythmic and melodic dictation. They will also learn how to build and sing chords. There will be sight singing. Music theory will be the companion in this course. Everything we do will be accompanied by breaking down and explaining the theory involved. Basic music reading skill is needed for this class. The pace of the class will move as it suits the students. Please note this is a two trimester course (fall and winter). *2 credits, Honors.*

Rock Band: Rock Band plays contemporary and classic rock. Come get the experience of what it feels like to be in a band. Learn about rehearsing a band, and how to make an exciting arrangement for a band. Learn and improve your stagecraft and performance skills. Rock Band is a performance based group, and gives feature concerts. Vocalists and instrumentalists are welcome. Prior music playing is expected for this class. Please note this is a two trimester course (winter and spring). *Prerequisite: Intermediate Proficiency or better. 2 credits*

Solsingers: This is a performance class using group and harmony singing in a variety of styles. Rehearsals will also include physical exercises to enhance and improve vocal skills, breathing, coordination, and rhythmic skills. The musical selections will be prepared for performances at recitals and assemblies. Performing experiences will be enriched with additional kinds of musical understanding; including, but not limited to music theory, listening and history. Self and group assessments will be used for reflection and grading. *No Prerequisite,* Please note this is a two trimester course (winter and spring). *2 credits*

Vocal Performance Workshop: Vocal Performance Workshop is a master class on vocal training and performance. It has an emphasis on building vocal technique, learning to constructively critique peers in a workshop setting, and performing. The musical backdrop for this class is vast, ranging from musical theatre songs to contemporary music. Students will perform as an ensemble but will also get monthly (or whatever pace suits the class) themed song assignments. For these assignments, they will perform for the class, receive feedback, and give a repeat performance after they've incorporated suggestions from the workshop. An example of a monthly theme may be duet month, where the teacher will pair two students together on a selected song. More monthly themes could be: three-part harmony, a month dedicated to a specific artist or musical, and different genres of music, like pop or folk. If any students play an instrument, they will be encouraged to accompany themselves or collaborate with classmates. For the

trimester concerts, they will essentially be performing the class's greatest hits—working on group numbers throughout the class and choosing from the best themed assignments. The ensemble will perform with a live pianist and/or house band. This class serves as a good resource for anyone who loves to sing and is ideal for students who plan to audition for collegiate-level music or theatre programs. Vocal Performance entry should be met with approval by the Vocal Director, Kim Harris. Students should set up a time to meet with Kim. *No Prerequisite,* Please note this is a two trimester course (winter and spring). *2 credits. Honors*

Introductory Ensemble: Introductory Ensemble is designed to prepare instrumentalists for optimal participation in a music ensemble, building individual technique and practicing the art of collaboration. Grading is based on 1) Full participation and attendance …65 percent, and 2) Final assignment / concert …35 percent. *1 credit*

Intro to Technical Theatre: A crash course into the world of backstage technologies. This course will focus on elements of lighting and sound design from the perspective of live performance with some scenic design discussions as well. Topics will include general theater terms, theatrical design principles, sound engineering, lighting theory, and more! Students will have a chance to work on some projects as part of our STC fall mainstage. This course is largely project based with hands-on work during class, but some minor homework may be assigned. *1 credit*

Lighting Design: Plotting, hanging, focusing, programming, designing! This design topics course will cover all the basics from design and color theory in lighting to implementing a light plot to programming a show. *1 credit*

Honors Acting Technique: This course is for students looking to build on the skills and knowledge learned in Art of Acting. Students will do an in-depth exploration of contemporary professional acting systems including Chekhov, Adler, Hagen, Practical Aesthetics, and more through various acting exercises and projects. This course will culminate with students codifying their own acting system and applying it in a formal performance at the end of course. Prerequisites: Art of Acting (or equivalent) and participation in 2+ Solebury mainstage productions. *1 credit*

Honors Film Production: This course is a student-driven continuation of Film Production and is for students that want to deepen their understanding of filmmaking techniques. Students will storyboard, write screenplays, execute shoots, and deliver final short films at the end of the trimester. Prerequisites: Film Production, *Scriptwriting is strongly recommended. *1 credit Honors*

Diversity and Culture Share: This is a performance class designed to celebrate the diversity of cultures represented by each person enrolled. Share a song, a poem, a short story, a dance… In this class, students will explore and exchange their personal stories and those of their ancestors through music, dance, poetry, song, and storytelling. The performance aspect of this class will be cultivated from a regular practice of sharing with each other, then in collaboration with the End of Trimester music and dance concert. Grading is based on attendance, regular participation, and the personal growth that tends to happen when we humans listen to and learn from each other's lived experiences. This class is open to all who are interested or curious. *2 credits*, **Global Ed and Social Justice Concentration**. This class may also be taken for English credit.

Hip Hop: Bring your energy, attitude, and individuality to class! This high-energy class blends the foundations of hip hop with today's freshest choreography and music. Students will develop rhythm, musicality, coordination, groove, isolations, footwork, and performance quality while exploring the many styles that make hip hop so dynamic. This class is about more than just learning steps—it's about feeling the music, building confidence, and expressing yourself. Students are encouraged to develop their own unique style in a supportive, upbeat environment where creativity and authenticity are celebrated.

Whether you're looking to improve your dance skills, sharpen your technique, or simply have fun dancing with friends, this class will challenge, inspire, and leave you excited and empowered! *1 credit.*

SPRING TRIMESTER COURSES

Visual Arts

Art of the Book: The Art of book making has been experiencing a renaissance in the past few years as artists of all types have become interested in the tremendous creative potential book arts offers. Some book artists have created sculptural books that barely resemble what you would think of as a book. Other artists take old books and alter them into spectacular new objects. In this class we will be creating as many different types of books as we possibly can; from traditional sewn books to tab books, star books to altered books, sculptural books and pop up books, accordion books to folding books and the list goes on and on. We will work on mastering the basic skills needed to problem solve any book design we can imagine. There is no limit to what you can do with books. This class can be repeated. Prerequisites: none. *1 credit*

Intermediate Painting & Drawing: This course builds on the techniques and concepts of the foundations class. Students will work in pencil, charcoal. gouache, pastel, watercolor, acrylic, and oil. This class is designed to help the student build upon their painting and drawing skills through work that is more advanced. Students will work mainly from observation on specific skills such as rendering light and shadow, creating engaging compositions, and will begin to explore how to bring their own creative voice to their work. Students must take two Intermediate level classes to be admitted to the Advanced class. *Prerequisite: Art Foundations (or Intro to Painting & Drawing). 1 credit*

Intermediate Ceramics: This class is for students who would like to continue working in ceramics, but are not interested in the intensive year long course. Ceramics students will continue to develop their hand-building skills through increasingly complex projects.They will work toward mastering basic handbuilding techniques. They will begin to develop creative concepts through working in series. Students will learn how to work with Hard and soft Slab construction.Students will begin throwing on the wheel. In addition, they may have the opportunity to work with different clay bodies (types of clay), and have their work fired in alternative kilns. Students are expected to participate in all aspects of the running of the Ceramic Studio. This class can be repeated *Prerequisite: Intro to Ceramics.1 credit*

Life Drawing: This class meets on Monday from 6:30 - 8:30 PM and is an advanced class for mature students who wish to work on their portfolio and/or deepen their skills of working from observation. Students must have a working knowledge of contour, gesture, value, and composition, and experience working from life to accurately see form in space and translate it to the two dimensional page. Students will have the opportunity to use the human form as their subject as they advance their drawing skills. This class will broaden the students' repertoire of drawing materials, including pencil, charcoal, conte, pastel, ink, and tempera paint as they explore the creative possibility of using the materials alone and in mixed media pieces. The students will work to develop a personal style and to learn to speak knowledgeably about the work in class critique. The fall trimester class will emphasize traditional skills and drawing techniques with an emphasis on portfolio completion for seniors and beginning preparation for juniors. The winter term will move into more work with color and longer poses. In the spring trimester juniors will be encouraged to continue building their portfolios. In the spring, the work will become more experimental and involve more mixed media. *Prerequisite: Intermediate Painting and Drawing (taken twice) and permission of Art Department. 1 credit.*

Printmaking: Printmaking is all about working with the printing process, particularly with monotype, masking, chine-collé and block print. Students are given a few techniques to work with in the beginning of class; as they print, they learn how to apply the inks, how to hand-print, how to use the press, and how to mix the inks to achieve the effects they desire. The students also learn how to layer colors to develop depth in their work. Once students have a fairly good grasp of the basics, they are given more techniques that they are then expected to experiment with and incorporate into what they have already learned. Students will be expected to participate in group and individual critiques, submit 10 finished prints and complete self-assessments. The goal is to have students reach a level of mastery so that they can work independently and problem solve issues with their prints or concepts. *Students may repeat this course, there is no prerequisite. 1 credit*

Graphic Design: Graphic Design is an introductory course in basic design principles and how they are applied to the world of digital design. From postage stamps to giant billboards, photography to fabric, digital design permeates our environment. Understanding how to apply basic design concepts to the presentation of informative, persuasive and dynamic material is crucial to communicating with an audience. The main emphasis of this course will be the skillful combining of images and text to solve visual problems. Typography, image, space, color and form will be integrated as the year progresses. Students will learn about digital illustration, painting and multi-media solutions through lectures, demonstrations and hands-on experiences. Students will be introduced to Adobe Creative Suite that includes Photoshop, Illustrator and learn to use the laser cutter to create 3-dimensional products. *No prerequisite.* 1 *credit*

Introduction to Digital Photography: Within this course we will be covering the basics of how to use a digital camera on a manual setting to achieve images of highest quality and strong composition. Students will be given class assigned briefs to complete in their own time and be expected to meet deadlines and discuss their ideas and concepts within class discussions and with written papers. Students will also receive an introduction to the newest version of Adobe Photoshop and Lightroom and understand the process of editing and manipulating our images to a high standard within these programs. *Students may repeat this class. Prerequisites: Photography I and II. 1 credit*

Photography II: In this course students will expand on their knowledge gained during their Photo II class with more emphasis on project-based briefs and complete manual use of their 35mm camera. We will expand on the various genres initially encountered in Photo 1 like documentary, portraiture, landscape and photojournalism. They will show expertise in achieving various effects using depth of field, shutter speed, and the elements of composition and also be able to explore various techniques in the darkroom, using contrast filters and toning. Also in this class students will gain an understanding of the work of professional photographers and how they shoot, compose and light their subjects. We will hold class discussions in which the student will be expected to translate their concepts for fulfilling the various briefs and how they achieved their final prints. *Students may repeat this class. Prerequisite: Photography I, 1 credit*

Yearbook: In this course, students will gain, develop, and master skills in one or multiple areas of the yearbook creation process. Whether you're interested in page design, publishing or photography, copywriting or marketing, or any other skill required to create a memorable yearbook, you'll be able to come to class each day and learn by doing. Outside of developing these individual skills, we're also working towards a single, shared goal: to create the most memorable yearbook Solebury School has ever seen. *1 credit*

Metalworking: Metalworking requires the student to provide one or more metal sculptures of their design using the tools and processes of cutting, sawing, drilling, welding, brazing, and soldering. Miscellaneous

metal pieces are provided for the students to select or modify to their taste. For ironwork, stick welding and MIG welding are employed along with oxyacetylene cutting, use of the chop saw and portable band saw. For lighter metalwork, brazing and soldering are explained. Designs are encouraged to honor balance and interest while not being totally symmetrical. Two judges, at the end of the course, are invited to view the student work; one is an artist, for aesthetic achievement, the other an experienced metalworker from the area to judge excellence of welding and brazing technique and structural aspects. Helmets, aprons, brazing goggles, and other safety equipment is provided and its use is required. *1 credit.*

Engineering I: This class is designed to be an educational and engaging single trimester introduction to applied STEM (Science, Technology, Engineering, and Mathematics) concepts. The major focus of this course is to expose students to the design process, research and analysis, teamwork, communication methods, technical documentation, engineering standards, and the global and human impact of various engineering disciplines. Modern skills and technology used to assemble basic projects will be introduced with a focus on design using computers, laser cutters, 3D printers and makerspace materials. The technical aspects of coding and computer programming are not emphasized in this course, although students with a more technical background are welcome to contribute additional levels of engineered complexity to their group projects. This elective is offered every term. **Counts as Arts *or* Science credits**. *Prerequisite: None. 2 credits.*

Engineering II: Submersibles: Engineering II students will have the opportunity to participate in the MATEROV competition at Villanova University. This is an underwater robotics (aka remotely operated vehicle or ROV) challenge that engages a global community of learners each year. This MATEROV competition challenges students to learn and creatively apply STEM skills to solving real-world problems that strengthen critical thinking, collaboration, entrepreneurship, and innovation skills. This will be a culmination of 10 weeks of intensive research, building, testing, re-building, more testing, and a lot of collaboration. The competition occurs on a Saturday in May and is a mandatory part of the overall grade in the class. *Prerequisite: Engineering II and permission from instructor. 2 credits.*

Performing Arts

Woodshop I: This course will teach students the basics of woodworking: equipping them with proper knowledge and skills in safety and use of common power tools, joinery, wood types, and other construction techniques. Classwork will mostly be project based with occasional hand-out homework on topics discussed in class. Projects will be pre-determined by the instructor to accommodate for all students to demonstrate the skills and knowledge gained through this course. *1 credit*

Honors Theatre Production: This project-based class will focus completely on the individual student's work on STC winter productions. Production assignments are given at the discretion of the Technical Director. This course will be heavily independent work and will have time commitments for productions outside of the regularly scheduled class time. ***This course is recommended to any students that are planning to take on a production design or plans to be heavily involved in the build process of our winter mainstage musical. Prerequisites:** Intro to Tech Theatre, 1 completed course in design, and participation in 2+ Solebury mainstage productions. *1 credit*

Improv Acting: An introductory course that will help students develop improvisational and spontaneous performance skills. Types of topics that will be covered include theatre games, scene-based improv, and narrative improv. *1 credit*

Directing and Devising: In this advanced course, students have the opportunity to delve deeper into the technique of directing through the focus on original work. Students will continue honing their script analysis and dramaturgy skills developing and implementing a director's vision, and collaborating effectively with production and technical theatre artists. Students will also explore the process of devising productions as an ensemble of directors and performers. Projects in this course have the potential to be showcased as part of the spring student festival. Prerequisites: Art of Acting (or equivalent) and participation in 2+ Solebury mainstage productions. *1 credit*

American Pop Music: Who do you listen to? From Bad Bunny to Beyonce, Ariana Grande, to Sabrina Carpenter, SZA to the Weeknd—what's your jam? Starting from the minstrels of the 1800s and traveling right up to rap, we will take an illuminating journey through the ages. Listen to some great music and learn the stories that made the music you love. This is the ever-evolving and profoundly complex story of American Pop music. It might just blow your mind. *Counts as a Social Justice Concentration Course. 1 credit.*

Introductory Ensemble: Introductory Ensemble is designed to prepare instrumentalists for optimal participation in a music ensemble, building individual technique and practicing the art of collaboration. Grading is based on 1) Full participation and attendance …65 percent, and 2) Final assignment / concert …35 percent. *1 credit*

History of Western Classical Music: This class will explore the history of "classical" music from the European Middle Ages to the present. It will also explore the language used to describe it from a more global/ cultural perspective than is typical. *1 credit.*

Dance Composition: This course encourages students to explore dance as a creative art form by developing their own movement vocabulary and choreographic skills. Open to students with a variety of dance backgrounds, the class focuses on improvisation, movement exploration, and composition in a supportive and collaborative environment. Through guided exercises, creative prompts, and group projects, students will learn to generate original movement, make intentional artistic choices, and communicate ideas through dance. Topics include improvisation techniques, choreographic structure, musicality, spatial design, dynamics, collaboration, and performance. Students will strengthen their creativity, confidence, and problem-solving skills while gaining a deeper understanding of dance as both

an expressive and compositional art form. This course encourages curiosity, creative risk-taking, and individual expression, helping each student develop their unique artistic voice regardless of prior experience. *1 credit.*

NON-DEPARTMENTAL COURSES

Health: This course provides an opportunity for students to learn about fitness, nutrition, drug use and abuse, lifestyle choices, sexually transmitted diseases, environmental health issues, birth control and other topics surrounding a person's physical and psychological well-being. ***Required*** *1 credit.*

Entrepreneurship: Entrepreneurship is a trimester-long course offered every term. This class combines entrepreneurial concepts with real-world experience as students operate and manage their own student-run business: Mike's Cafe. Students are assigned 2-3 shifts per week in accordance with their schedules (morning, Arts blocks, and closing). Students meet once per week during the FLEX block to analyze profits and expenses. In doing so, they make changes to the menu, pricing, and operations based on customer feedback and market research. Because this is a student-run venture, 100% of the profits go back to the business. The grading for this course is pass/fail and carries 1 credit per trimester. *Prerequisites:* Students must be in good conduct standing; freshmen may enroll after completing their first trimester at Solebury School. Students who have already enrolled in entrepreneurship may re-enroll so long as they passed the previous trimester or did not withdraw due to a pending failing grade. *1 credit*

Entrepreneurship Management: This trimester-long course is offered every term to students who have previously passed Entrepreneurship and received a manager recommendation from the course leader. There are usually three primary managers each term who oversee financial data, training and development, and social media and marketing, respectively. Simultaneously, students serve in manager training positions, shadowing one full trimester before taking on the direct manager role the following trimester. Managers are typically assigned 3-4 shifts per week and are expected to be role models for the employees. They also provide "guest teaching" spotlights during our FLEX block to highlight a particular nuance or teachable moment related to the business.The grading for this course is pass/fail and carries 1 credit per trimester. *Prerequisites:* Students must be in good conduct standing; student managers must be recommended by the course leader. *1 credit*

Solebury Seminar: Solebury Seminar is an eight-week program designed to support all incoming ninth graders in their transition to high school. Modeled after First Year Seminars offered at colleges and universities, this seminar equips students with essential knowledge and skills to help them thrive in their new environment. Over the course of the fall trimester students attend one hour-long session per week focused on the practical competencies that directly impact student success: navigating campus facilities and daily schedules, identifying and accessing support resources, establishing strong study habits at the high school level, managing time and workload effectively, and developing the executive functioning skills necessary for academic and personal growth. Beyond its informative content, the Seminar creates meaningful connections among incoming freshmen while introducing students to mentors and resources they can draw upon throughout the year. Students engage with evidence-based strategies proven to enhance academic performance and personal well-being. By combining practical skill-building with community-building, the Solebury Seminar aims to help students feel more confident, better prepared, and genuinely connected to the school community.

SUPPORT PROGRAMS

As students progress through their academic journey at Solebury School, they will need different support at different times. For some this might be a formalized program such as the ones listed below. For others, it could mean creating a specific support plan when a student hits an academic roadblock, or helping a student get back on track after an absence. The role of the Director of Student Support and Wellness is to help guide all students to get the support they need to put their best academic foot forward. Additionally, the Director oversees accommodations plans for students who require specific interventions and considerations in the classroom or on assessments.

Academic success follows when we meet students on their level, and they feel safe, supported, and respected, and from there, we can foster growth and encourage students to push their own boundaries. At Solebury, we recognize that bright, capable students come with a variety of learning profiles; therefore, we offer a variety of ways we support all students on our campus.

If you have any questions about Solebury School's Student Support programs, please contact the Director of Student Support and Wellness, Kristy Raska.

E-mail: kraska@solebury.org Call: (215) 862-5261 (ext 151)

Bridge and Bridge Plus

The Bridge and Bridge Plus programs are designed to help students whose success is hindered by various learning challenges. These classes are taught in a small group setting by a Learning Specialist and are specifically designed to help students build their executive function skills to aid with staying on track, completing assignments, and developing strategies to achieve the success their intelligence merits. For some students, these programs serve as a "bridge" from a different academic environment to Solebury's rigorous, college-preparatory program. For others, these programs help shift a history of good intentions hindered by missed assignments and unfinished work into a future filled with confidence and pride in their achievements.

To meet students' needs, we offer several levels of Bridge support:

- ➔ Bridge *(.5 credit per trimester)*, which meets every other day
- ➔ Bridge Plus *(1 credit per trimester)*, which meets nearly every day
- ➔ A trimester-by-trimester Bridge/Bridge Plus support plan for students who feel they may not need a full year of formalized Bridge support (still earning the credits outlined above)

*Space is limited and there are additional fees for these programs.

If you have questions about the Bridge or Bridge Plus programs, please contact the Director of Bridge Programs, Kimberly Rubenstein.

E-mail: krubenstein@solebury.org Call: (215) 862-5261 (ext 145)

Boost

At Solebury, we strive to support all of our learners. While many students benefit from enrollment in the Bridge program, others need less intensive and/or less frequent support. For these students, we offer Boost. During conference periods (when all Solebury students are free), Solebury's Learning Specialists are available for drop-in help, to provide guidance with study strategies, test-taking skills, time management, organization, prioritization, etc. Students can also schedule meetings with a Learning Specialist during one of their free periods during the academic day for Boost support. In addition, Boost offers targeted workshops at strategic times of the year to help all students hone their foundational academic skills (for example, workshops on note taking, organizational systems, exam preparation, etc.). There is no fee for this support, and all students are welcome! Contact the Director of Student Support and Wellness for more information: kraska@solebury.org.

Peer Tutoring
Solebury offers a robust peer tutoring program, pairing student volunteers with peers who may be struggling in a particular subject. For more information, contact Amy Ciafrei, Coordinator of Peer Tutoring: aciafrei@solebury.org.

Foundations English
Our 9th - 11th grade level Foundations English classes are designed for students who struggle with language-based learning tasks. The classes are taught in a small group setting and are specifically designed to meet grade-level English curricular goals while addressing each student's individual learning needs.
*See the English section for additional information about our Foundations English offerings.
*Students who need additional support surrounding executive functioning may opt to apply for both Foundations English and Bridge.

Math Prep
For most students, Solebury's conference period and general availability of teachers is more than enough to help them succeed in math. Some students, however, have gaps in their math background, a degree of a math learning difference, or have historically struggled with math where extra support is needed for some portion of a student's years here. Our Math Prep class helps reinforce and strengthen the skills students are learning in their core Algebra I, Geometry, or Algebra II courses. This class, which meets every other day, provides additional support by reviewing foundational concepts, reinforcing current skills for better retention, and pre-teaching upcoming topics to give students more time to process new material. Taught by a member of the math department, the support class works in collaboration with each student's core math teacher to identify and address specific areas of need. The class is offered on a trimester-by-trimester basis. Space is limited, and admission into the class is dependent on academic screening and noted challenges. There is an additional fee for this class. *0.5 credits.*

Academic Accommodations
When requesting academic accommodations, a student must submit relevant and current documentation that demonstrates the student has been diagnosed with a disability that substantially limits one or more major life activities. A diagnosis of a disorder by itself does not automatically qualify an individual for accommodations. Documentation must be provided by a qualified, independent professional and include: a formal diagnosis, a description of the impact the diagnosis has on the student's academic functioning, and the rationale for the requested accommodations.

Accommodation requests and documentation should be submitted to the Director of Student Support and Wellness who, along with the Accommodations Committee, will review evaluation reports and recommendations, along with a student's academic history and information from teachers to develop an appropriate accommodations plan. When the documentation supports the need, Solebury can provide reasonable accommodations for students including extended time for tests (typically up to time and a half or 50%), permission to use assistive technology for in-class writing assignments, and a calculator (four function type) for tasks requiring computational skills. There are some accommodations we do not grant at Solebury School because we feel they would significantly alter the academic program; please reach out to the Director of Student Support for more information: kraska@solebury.org.