



Founded 1876

Upper School Course of Study 2010-2011

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Course of Study 2010-2011

Friends Academy is committed to developing a diverse community whose members are respectful, responsible and reflective, open-minded and creative in the pursuit of excellence. Students are challenged to think analytically and independently and to strive for spiritual awareness, emotional well being, and physical health. As a community, we are committed to understanding and honoring Quaker testimonies of integrity, simplicity, patience, moderation, peaceful resolution of conflict and service within and beyond the school community.

Excerpted from The Portrait of the Community

OBJECTIVES

In academic terms, the course of study of Friends Academy gives its students the foundations of a liberal arts education and the skills required for further studies.

In a larger sense, the whole program of the school has as its objective the physical, spiritual, artistic, and emotional development of each student.

The following list states our objectives within the major academic departments:

English: To develop in our students the ability to think clearly, read thoughtfully, communicate effectively, listen intelligently, and understand literature not only as a source of information and enjoyment, but also as a record of human thought and spirit through the ages, as a guide, therefore, to a clear perspective of the conflicting ideas and ideals of today's world.

History and Social Studies: To increase the students' capacity to understand the world in which they live; to inform them of the historical process which produced that world; to encourage them to think critically and to evaluate objectively by seeking solutions to contemporary problems and by interpreting issues of the past; and to prepare them for enlightened, active citizenship in this culturally diverse society.

Mathematics: To develop the students' competence in handling mathematical concepts and processes; to increase their awareness of mathematical ways of thinking; to promote their appreciation of possible applications of mathematical thought in other areas of study; and to provide a solid foundation for further study in mathematics.

Science: To develop students' understanding of basic scientific principles in order to foster growth as knowledgeable citizens; to develop an understanding of a diversity of living organisms with an emphasis on the human and relate this understanding to the problems of preservation and conservation of the world resources; and to develop an awareness of ethical issues regarding the use of science and technology. We help students achieve this through teaching that emphasizes analytical skills based on experimental observation, and, wherever possible, mathematical application of concepts and laws; open-ended questioning; and reflective writing in journals, research notebooks, and lab reports.

World Languages and Cultures : To help students build proficiency in the oral and written use of a second language, as well as gain a fundamental knowledge of the literature, culture, and traditions associated with the nations where it is spoken.

Arts: To promote creativity, self-discovery, and individual expression in the exploration of ideas and experiences while developing artistic and technical skills in the visual and performing arts.

Religion and Ethics: To help students discuss and share their personal beliefs and values, while acquainting them with the variety of religious thought and experience; to enable them to grow philosophically and spiritually.

Educational Technology : To help students develop an array of computer technology and software skills; to increase students' awareness of technological resources and develop a good foundation for using technology in all areas of the curriculum; to provide opportunities for students to acquire advanced skills in computer science and other related fields.

Physical Education: To strive for healthy physical, mental, emotional, and social growth.

Health: To focus on critical health issues confronting today's young adults and to help them to develop positive decision-making skills.

The following list states our objectives within the non-academic departments:

Community Service Program : To foster in our students an awareness of suffering, tragedy, and injustice, and a commitment to use their talents and skills for the benefit of others, and to engage students in concrete service projects in our community. The required tenth grade YSOP overnight program in NYC provides our students an opportunity to work in soup kitchens and pantries that support the homeless. In addition to requiring the 10th grade community service course and trip, we strongly encourage our students to volunteer for our after school program, serving children, youth, the handicapped, the homeless, and the elderly. The W.A.T.C.H. committee has a list of volunteer opportunities.

Independent Service Project (ISP) : ISP is a graduation requirement for seniors that provides a two or three week opportunity at the end of May or beginning of June for seniors to pursue activities and studies in the community. Each senior designs a project that is reviewed by an ISP committee, composed of faculty and students. The student also chooses a sponsor to work with on the project. (Finding an outside sponsor is encouraged; a faculty advisor then acts as a liaison between the sponsor and the school.) Upon completion of the project, the student gives a presentation to the seniors and the ISP committee. The ISP committee rates the project as satisfactory or unsatisfactory, and this rating goes on the student's official transcript. The student must earn a grade of satisfactory to fulfill the graduation requirement.

Work Program: All students are required to contribute their help to the school. The housekeeping chores of lunchroom and classroom clean-up, the routine duties of switchboard, library service, and clerical assistance, the occasional need for admissions aides and tour guides - all offer opportunities for service to the school, to foster a sense of belonging, of caring, of making a positive difference to the physical and social ambiance of Friends Academy.

Finally, within the various academic areas we attempt to strike a balance between the cognitive and affective aspects of education. The cognitive aspects are those which stress the use of reason in mastering concrete facts and abstract concepts, while the affective aspects are those which try to satisfy more fully the emotional and creative needs of the students.

Planning a Program of Study

GRADUATION REQUIREMENTS

Upper School students are expected to carry five major academic courses. A student may take four or six courses in rare circumstances with specific approval of the department heads and principal. A minimum of four academic credits is required each year.

We expect students to complete all course work successfully. For ninth, tenth, and eleventh grade students, failure to do so may lead to required summer work or dismissal from Friends Academy. For seniors, failure to complete all course work successfully may delay or prevent the awarding of the diploma. The Independent Service Project may also be canceled or delayed.

Minimum requirements for a diploma are the completion of sixteen full-credits plus designated courses in religion, health, technology, physical education, community service, outdoor education, and the arts.

Students who leave at the end of their junior year to attend an accredited college may receive a diploma from Friends Academy upon presenting evidence of the successful completion of their first year in college, including a full year's course in English.

English (four years): English 9; English 10; American Perspectives or American Studies in grade 11; and two semesters of English in grade 12.

History and Social Studies (three years) : Ancient Foundations of Human Civilizations in grade 9; West and the World in grade 10; American History or AP U.S. History in grade 11. Electives are offered to seniors. Four years are recommended.

Mathematics (three years): Mathematics Sequential I, II, and III are required. For seniors not taking another math course, College Algebra is recommended. Four years are recommended.

Science (two years): Two years of sciences are required; one must be a lab course. It is strongly recommended that students complete Biology, Chemistry, and Physics. Four years are recommended.

World Languages and Cultures (two years): Two consecutive years of one world language are required. Three or more years of one language are strongly recommended.

Arts: One full credit of courses in the arts is required. Two or more years are recommended

Religion and Ethics (three semesters): Quakerism in grade 9, Community Service in grade 10, and Religion in American Culture in grade 12 are required courses. The following commitments are also required of all students:

YSOP: As part of the culminating experience for the grade 10 course, tenth graders take part in an overnight work camp in Manhattan.

Work Program: Every student is expected to take part in the daily work program on campus, cleaning classrooms and common areas.

Weekly Quaker Meeting for Worship: “The most important appointment of the week,” all students are expected to attend Meeting for Worship on Thursday.

Community Service: At all grade levels, students are expected to do volunteer work at local agencies.

Technology (one semester)

Physical Education (four years): All students are required to take the Physical Education classes unless they are playing on an interscholastic team. All dance classes count toward Physical Education credit.

Health (2 semesters): Health courses in grades 9 and 11 are required.

Outdoor Education: All ninth grade students are expected to participate in this four day program .

Independent Service Project (ISP)- This service project is a graduation requirement for all seniors.

Preliminary Scholastic Aptitude Test (PSAT)

The PSAT is a practice test for the SAT and students need not share their scores with colleges. The test is offered at Friends in October and is optional for 10th and required for 11th grade students. The PSAT can be used to estimate the SAT score by adding 50 points each to the math and verbal and writing PSAT score. The PSAT scores for juniors will be used to select National Merit Semi-Finalists and National Merit Commended Students (who are in the top 1% and 5%, respectively, of **juniors** across the nation who take the test), and these students can become eligible for merit scholarships at some colleges.

Advanced Placement Level Courses

Advanced Placement (AP) courses enable students who are eligible to take college-level courses while still in upper school. The courses which delve into greater depth than standard courses, teach skills that can prepare students for the rigors of college. They help students to develop solid writing skills, problem solving techniques, and good study habits. These courses push the students intellectually and help students to learn to develop and support their own arguments and perspectives.

Virtually all departments offer AP level courses at Friends. Not all students are ready for the rigors of an AP course; therefore students who are interested in taking AP level courses must meet the departmentally determined prerequisite requirements as outlined in the course of studies.

Students enrolled in an AP course are expected to prepare for and take the AP exam in May. Scores on the exam are not automatically sent to perspective colleges and universities that students are applying. Students must give permission to the College Board to release exam grades to the schools they have selected. Many colleges and universities grant student credit, placement, or both for qualifying AP exam grades (not for the course grades).

Students will be informed in late winter about the date, cost, and registration procedures for the exam. More information about AP exams can be found on the web at www.collegeboard.com.

QUANTITATIVE AND QUALITATIVE DEFINITION OF GRADES

A+ (97-100%) Performance demonstrating excellent understanding and application of concepts, and high skill level, thorough assimilation of detail, originality of thought, and keen insight into the subject.

B+ (87-89%) Performance demonstrating good understanding and application of concepts, good acquisition of skills, accurate application of details, and some original insight into the subject.

C+ (77-79%) Performance demonstrating basic understanding of the fundamental concepts of the subject and a consistent attempt to apply the details and skills taught. In spite of occasional conceptual misunderstanding, or flawed or incomplete knowledge, the performance indicates satisfactory preparation to advance to the next level.

D (65-69%) Performance demonstrating minimal understanding of the fundamental concepts and a partial acquisition of the details and skills taught.

F (below 65%) Performance that fails to demonstrate understanding of the fundamental concepts of the subject and/or performance that indicates pronounced lack of knowledge or skill. Achievement is inadequate to allow the student to advance to the next level.

INC A grade of INC (incomplete) is applied when work that has not been turned in by a student is deemed by the teacher to be an essential component for the grade. Students have one week from the end of the grading period to complete the work. In the case of extenuating circumstances (extended illness, family emergency, etc.), the teacher and student in consultation with the principal and department head, will determine the deadline for completing the work. No penalty would be applied in this case. In all other circumstances, the student is expected to complete work within one week of the end of the grading period. A penalty in grading will be applied. If a student does not complete the work within the expected time, a failing grade will be assigned to the missing work. An incomplete will remain on the transcript until the work is turned in. Once the work is turned in, the teacher will calculate the grade for the course and the incomplete will be changed. If by the end of the school year, the work has still not been turned in, the student will receive an incomplete for the course and will not be able to return to Friends for the following school year.

PAS Indicates a “passing” or “having participated” grade.

We do not rank in class; nor do we compute grade point averages.

Cum Laude

In order to recognize students who have achieved a distinguished academic record in their Upper School years, Friends Academy, which has had a Cum Laude Chapter since 1939, elects students to that national honor society each year at Fourth Day Honors.

In keeping with the directives of the Cum Laude Society, the Friends Academy Chapter chooses its student members on the basis of academic excellence alone. Distinguished performance in other areas, such as athletics, leadership, the fine and performing arts, is recognized in other ways.

As stated in the Cum Laude Society handbook, a Chapter “may elect not more than 20% of the senior class who have demonstrated academic excellence in the college preparatory curriculum.... The definition of what constitutes an honor record and the determination of how to select members is left to the discretion of the individual Chapter.”

Students elected to the Friends Academy Chapter of Cum Laude must have been students at the Academy for a period of at least three consecutive semesters.

Course Descriptions

English

Full-Year Courses

English 9: Literature and Composition (required)
English 10: British Literature (required)
English 11: American Perspectives or American Studies (required)
AP English Literature

Fall Semester Courses

Greek and Roman Literature
The Most Depressing Shakespeare Course Ever
Literature and Empire
Journalism: Introduction to Feature Writing and Media Convergence

Spring Semester Courses

Creative Writing (with application and approval of department)
Narrative and African-American Identity
Literary New York
Latin American Literature

Please note:

The English Department now requires that all students use the editions of books listed in the Friends Academy Book List for 2010-2011. The editions listed in the textbook list were carefully selected by faculty for specific pedagogic reasons, including the quality of supporting material like notes and essays, and, in the case of pre-modern and foreign texts, the quality of the translation. In addition, the Department strongly recommends that families purchase English books for the student's private library. We believe in the value of annotation as a tool of close literary analysis, and we recognize that this is a skill that students will need in order to succeed in college humanities courses.

Full Year Course Descriptions

1010 English 9: Literature and Composition (*Grade 9; Required*) The aim of this course is to teach students to think and write clearly and to read insightfully and critically. Our reading of selections from the Bible, Homer's *Odyssey*, Sophocles' *Oedipus* and Shakespeare's *A Midsummer Night's Dream* provides a foundation in the great literary traditions of Western culture. Special emphasis is placed on closely reading the genres of romantic comedy, epic, and tragedy; reading lays the foundation for the development of analytical writing skills and affords opportunities for more creative and expository writing. The above works are supplemented by ample readings of short fiction and poetry. To introduce the research and documentation skills necessary for good scholarship, the course includes a short research paper. There is a final exam in literature and grammar at the end of the year. (1 credit)

1020 English 10: British Literature (*Grade 10; Required*) This course investigates key moments in British literary and intellectual history from the Middle Ages to the twentieth century. Among the authors we read are Chaucer, Shakespeare, Donne, Milton, Austen, Wordsworth, Dickens, and Wilde, with special emphasis placed on the genres of lyric poetry and the novel. Building on the work done in English 9, students receive rigorous training in literary analysis, both as close readers of the literary text and as writers of critical essays. Students also receive continued instruction in grammar and vocabulary, and they write an extended research essay to reinforce the research and documentation skills necessary for good scholarship. Students take a final exam at the end of the year that tests their skills in close textual analysis, literary analytical writing, and grammar. (1 credit)

English 11: American Perspectives or American Studies (Grade 11; Required)

American Literature Core: All eleventh-grade students read the following authors of great American literature: Anne Bradstreet, Nathaniel Hawthorne, Emily Dickinson, Stephen Crane, Edwin Arlington Robinson, F. Scott Fitzgerald, Ernest Hemingway, Tennessee Williams, Langston Hughes, and Arthur Miller. The core of both courses comprises literary analysis, close reading, and literature in its historical context. Emphasis is placed on developing independent analytical skills, and students have many opportunities to cultivate their own voices, both in class discussion and as they continue to refine their literary writing. In addition to analytical and expository essays, all eleventh-grade students write a 10-12 page research paper. Students leaving either course with an A- or higher will be automatically qualified for the Advanced Placement course offered in the senior year. At midyear, strong candidates are reviewed for tentative recommendation.

1029 American Perspectives (Grade 11) In *American Perspectives* students examine how colonization, individualism, cultural relativism, the experience of the “other,” family decay, and class diversity have contributed to a distinctly American body of literature. Students begin with Shakespeare's "brave new world" depicted in *The Tempest*, and journey all the way to the 1970s suburbs of Eugenides' *The Virgin Suicides*. Dramatization and active learning strategies, in addition to collaborative projects, enrich our readings of plays and prose; to deepen their understanding, students are asked to take risks and occasionally read “on their feet.” Students improve their diction through an intense vocabulary program, and at the end of the year they also work on experiential writing in order to prepare for the college application personal statement. (1 credit)

OR

1211 American Studies (Grade 11) This course explores the intellectual, literary, and artistic life of America from its colonial beginnings to the present. While the literature and the examination of its contextual importance remain central to our study, much time is devoted to the art, architecture, and music of the period studied. The basic text is *The Harper Single Volume of American Literature*, and the textbook for the art and architecture is Wayne Craven's *American Art*. The school web site for American Studies and other Internet resources will also be used to supplement the text. This course is geared to students who are interested in studying literature in its historical and cultural context, and interested in the artistic and architectural history of this country. Much independent reading is required, and we include literary criticism in our studies. The primary focus is on analytical writing, but in addition there are exams on the literature and art of the periods we study. (1 credit)

1042 AP English Literature (*Grade 12- prerequisite: a grade of A- in American Studies or American Perspectives*) The A.P. English Literature and Composition course is a year long course designed to engage students in the careful reading and critical analysis of imaginative literature. The course requires intensive study and active reading, interpretation, and evaluation of a variety of texts by the students. Writing is also an integral part of this course. The goal of the writing assignments is to increase students' ability to explain clearly and cogently, even gracefully, what they understand about literary works and why they interpret them as they do. The hope is that students will not only be well prepared for the A.P. exam in the spring, but they will also gain an appreciation of the value of literature in their lives. Writers include Bronte, Austen, Hemingway, McCarthy, Morrison, Joyce, Melville and Shakespeare. Students who take this course are required to take the AP English Literature exam given in the spring. (1 credit)

Semester Course Descriptions

1061 Journalism: Introduction to Feature Writing and Media Convergence (Grade 12) This course will ask students to write—often and to a professional standard of accuracy, precision, and grammatical correctness—to read current coverage and historical feature stories from various perspectives, and to examine major moments in media history critically and open-mindedly. The course will instruct students in the fundamentals of scholastic journalism through project-based research and writing units with the ultimate aim of producing a published final feature piece complete with illustrations, captions, and page design. Students in the course will also have the opportunity to build a résumé of published clips of their work for college submission. The overall hope of the course is to instill an enduring understanding of the connection between the elements of form and content that is essential to good journalism. (Fall; ½ credit)

1031 The Most Depressing Shakespeare Course Ever (Grade 12) While he certainly spilled quite a bit of ink on the subject of evil, Shakespeare was not a moralizer. Rather than believing in moral certitude or constancy, he recognized the ambiguities of human nature, that we at one moment could be upright and virtuous, and the next dastardly and underhanded. In this course we will examine two of Shakespeare's most powerful tragedies, *King Lear* and *Othello*, in light of how they take stock of the presence of evil. What happens when intellectual powers, wit, or rationalization become more powerful than moral fortitude? How might we explain those wizards Iago and Edmund? Julius Caesar, in Shakespeare's play, explains just the sort of intellectual pride that these men display: "Such men as he be never at heart's ease while as they behold greater

than themselves. And therefore are they very dangerous?" It is in this manner that Shakespeare pursues the origins of evil – without explicit judgment, without rationalization. We will use the two plays as our source texts, but will also consider readings from the Bible, Nietzsche, Camus, Sartre, Bradley, Bloom, Delbanco, Garber, and McGinn. (Fall; ½ Credit)

1075 Greek and Roman Literature: Foundations of the Modern World (*Grade 12*): *Greek and Roman Literature* is an introduction to the exciting and varied literature of Greco-Roman antiquity. This course is not taught as a comprehensive survey, but rather as a rich sampling of works that have had an enduring impact on Western readers moved by their wildly creative and at times deeply moving considerations of what it means to be human. Our readings of Homer, Euripides, Aristophanes, Plato, Virgil, Catullus and Ovid will center on ideas of self, other, and community, as well as on the often uneasy relation between human beings and the natural and divine worlds. In addition to regularly assigned readings and papers, students will be asked to write a short research essay and, in the final week of the course, to submit a written creative project that synthesizes knowledge acquired in the course. (Fall; ½ credit)

1141 Literature and Empire (*Grade 12*): "Postcolonial" literature can be defined as literature produced by writers from the former European colonies after the wars of independence took place in the twentieth century. In this course we will read works by such postcolonial writers as Chinua Achebe (country-region Nigeria), Michael Ondaatje (North Africa), and Jamaica Kincaid (the place West Indies). As bookends to our discussion, we will read novels by Rudyard Kipling (1865-1936) and Graham Greene (1904-1991), English writers whose works point us, respectively, back to the era of British imperialism and forward to the decline of French colonial power (and the beginnings of American intervention) in Vietnam. Students will consider the meaning of terms like "imperialism," "colonialism" and "post-colonialism," and examine the literary strategies used by postcolonial writers to explore the lingering effects of colonization on the men and women of the former colonies. (Fall; ½ credit)

1090 Creative Writing (*Grade 12*) This class will emphasize the relationship between being a good reader and being a good writer. Storytelling –actively engaging a reader on an emotional level—will play an important role in the development of each student's writing. Students will write in a variety of forms including, but not limited to, the short story, the poem, and the screenplay or drama. Acceptance into this course will be by application to the department. (Spring; ½ credit)

1032 Narrative and African-American Identity (*Grade 12*) This course examines the role narrative has played in shaping the African-American experience from the 19th century to the present. Works by fugitive slaves such as Frederick Douglass, Henry Bibb, and William and Ellen Craft are paired with memoirs and novels by Danzy Senna, W.E.B. Dubois, bell hooks and others. Discussion and writing will focus on analyzing the voices of African-Americans from the perspective of using narration as an expression of self-determination. (Spring; ½ credit)

1142 Literary New York (*Grade 12*) The multi-layered life of New York City has inspired native writers as well as those who have chosen to make this city their home. From Henry James, who portrayed New York in the late 19th century as a staid city ruled by social convention and decorum, to Jay McInerney, who captured the city in the late 20th century at a time of heady self-indulgence and the cult of celebrity, New York City has played a prominent literary role as backdrop and as star. This course will focus on poetry, fiction and essays that feature the city as theme. Readings will include works by Henry James, Edith Wharton, Walt Whitman, Langston Hughes, among others. We will use the Ken Burns documentary of the history of New York City to put some of the works in context. (Spring; ½ credit)

1143 Latin American Literature (*Grade 12*) This course will offer students a broad introduction to 20th century masterpieces from Latin America, including authors not typically covered in the standard curriculum. While short stories and novellas by authors such as Jorge Luis Borges, Julio Cortazar, Juan Rulfo, and Gabriel Garcia Marquez will form the primary focus, we will supplement these texts with poetry and film adaptations of interesting Latin American works. As we read, we will ask ourselves how much of each text's style and content is culturally specific and how much speaks to a more universally shared human experience. Though the course assumes no prior familiarity with the literary traditions represented here, close reading and the broader cultural context of each author will be emphasized. (Spring; ½ credit)

HISTORY AND SOCIAL STUDIES

Required

Ancient Foundations of Human Civilizations
The West and the World
American History or AP United States History

Full-Year Courses

Ancient Foundations of Human Civilizations
The West and the World
American History
Art History (Honors)
AP United States History
AP Comparative Government and Politics
AP European History
AP Human Geography
Global Religions

Fall Semester Courses

Psychology I

Spring Semester Courses

Psychology II

Full Year Course Descriptions

5220 Ancient Foundations of Human Civilizations (Grade 9 – Required) This required course is the first of a two-year sequence designed to give students a basic understanding of the major civilizations that have contributed to the world as we know it today. The first year covers the ancient history of all the major world civilizations and brings students up to the period just before the French Revolution. Particular attention is given to the birth and influence of ideas including the major world religions, the variety of political and social systems, scientific, intellectual and technological contributions made and the logic of events that have moved the world toward modern times. Great attention is given in this first year to developing essential skills the students will need to further their intellectual growth: listening, note-taking, analyzing primary source material, and basic essay writing. There is a final examination in this course that counts for 1/5 of the year's grade. (1 Credit)

5230 The West and the World (Grade 10) This second-year course continues the story of civilization begun in the ninth grade with an emphasis on the emerging dominance of Western Civilization and the response of the rest of the world. The course will take a global and comparative perspective on the events and processes in our increasingly interdependent world. The forces of imperialism, revolution, nationalism, socialism, and capitalism, which shape our modern world, will be studied while examining their effects on the unique heritage of Asian, African, Islamic, Western, and American civilizations. The course employs secondary sources and excerpts from original materials to help each student understand that the study of history involves both information and interpretation. Students will be challenged to analyze information in relation to our own time and to the evolution of political, social, and cultural institutions and ideas. This course will also emphasize reading, note taking, study skills, and oral and written expression through regular essays, papers, quizzes, unit tests, and classroom presentations. Students will do a major research paper in the spring that focuses on the relationship of a non-western developing country to the forces of modernism. There is a final examination in this course that counts for 1/5 of the year's grade. (1 Credit)

5031 Art History (Honors) (Grades 10 – 12 ; Prerequisite: Grade of B+ or better in the West and the World or American History and departmental recommendation) This college-level course introduces students to art from prehistoric cave painting to contemporary computer art. Although the primary focus of the course is on European art, the arts of Asia, Africa, and the Americas are also considered. Classes are devoted primarily to examining images of paintings, architecture, and sculpture. Attention is paid to distinctions in each genre, the historical and cultural periods from which they arise, and the influences these periods exert on the art itself. Frequent tests will be given that included both image identification and essay writing. The course, while not an AP course per se, follows the AP Art History curriculum, so that students may opt to take the AP Art History exam in the late spring. Priority is given to students who are committed to enrolling in AP Art Studio. (1 credit)

5020 American History (Grade 11; Fulfills American History Requirement) This course is a topical, chronological survey of the growth and development of the United States from the European conquest of America to the present. Students will study the major political, economic, social, intellectual, and diplomatic trends that are discernible in the history of the United States. Special emphasis is given to an understanding of the Constitution and the rights and duties of citizenship. Primary and secondary sources will be used to acquire and interpret information. Students will be challenged to analyze information and to relate it to our own time. They will study the evolution of American institutions as well as majority and minority movements throughout history. Attention will also be given to current events, and students will be expected to discuss and debate important issues as they arise. Regular opportunities will be given in the form of written essay tests and short research papers for students to improve their writing skills. Class discussion provides a format for oral communication and critical thinking. There is a final examination that counts for 1/5 of the year's grade. The course prepares students for the College Board SAT II test in American History, given in June. (1 credit)

5041 AP United States History (Grade 11; Fulfills American History Requirement. Prerequisite: The West and the World with grade of A- or better and departmental recommendation.) This college-level course surveys American history from the pre-Columbian era through the 1980s. Students will engage in sophisticated analysis of the past, interweaving politics, culture, and economics. Papers are assigned throughout the course, and it is expected that they will be submitted in polished form. The texts for the course are Alan Brinkley's American History: A Survey and The American Spirit Vol. I and II (a collection of primary source documents) by Bailey and Kennedy. Performance on tests and papers, as well as participation in discussion, will determine a student's grade. Students are required to take the AP U.S. History exam in the spring. The course prepares students for the College Board SAT II test in United States History, given in June (1 credit)

5092 AP Comparative Government (Grade 12; Prerequisite: grade of A- in American History and departmental recommendation; grade of B+ or better in A.P. United States History or a score of 3 or better on the advanced placement exam and departmental recommendation.) This college-level course is designed to give the student analytical and critical perspectives on Comparative World Governments. We will begin with the American political system and continue with Britain, China, Nigeria, Iran, and Mexico to provide a good grasp of the major political and economic systems operating in today's world. The course involves both the study of broad concepts used to interpret politics and the analysis of specific case studies. It will also develop familiarity with the various institutions, groups, beliefs, and ideas that constitute governments around the world. Seminars, debates, presentations and projects are assigned throughout the course. All students are required to take the AP Comparative Government test. (1 credit)

5090 AP European History (Grade 12; Prerequisite: Grade of A- or better in American History and departmental recommendation; grade of B or better in A.P. United States History or a score of 3 or better on the advanced placement exam and departmental recommendation.) This college-level course surveys European history from the fifteenth century to the present. The course commences with the Renaissance and proceeds chronologically. Students will engage in sophisticated analysis of the past, interweaving politics, culture, and economics. Seminars, essays and projects are assigned throughout the year. Students are required to take the AP European History exam in the spring. (1 credit)

5093 AP Human Geography (Grade 11 or 12; Prerequisite: grade of B+ in American History and departmental recommendation; grade of B or better in A.P. United States History and departmental recommendation.) This year long-college level course helps students develop critical thinking skills through the understanding, application and analysis of the fundamental concepts of geography. Through AP Geography, students are introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Students will meet the five college-level goals as determined by the National Geographic Standards. They also learn the methods and tools geographers use in their science and practice, including an introduction to GIS (Geographic Information Systems). In preparation for the AP Geography examination, this course will be divided into eight sections: nature & perspectives, population, culture, politics, agriculture, urbanization, industrialization, and environmental/social issues. Grades are accrued on a point basis through test scores, quizzes, projects, and class participation. All students are required to take the AP Human Geography test. (1 credit)

5065 Global Religions (Grade 11 or 12) Global Religions is a year-long course involving a comparative study of the religions of the world. In the first semester students will begin by examining the multiple interpretations of what a religion is, and be introduced to the academic study of religion in the western tradition. Utilizing both primary and secondary sources, students will be introduced in the first semester to tribal religions, Hinduism, Buddhism, Confucianism, and Taoism. The second semester will begin with the religions of the Ancient Near East, Judaism, Christianity and Islam. All the religious traditions are viewed both historically, as well as in the context of the living religious tradition today, including

religious practices in the United States and women's roles. Students will conclude the class with the study of challenges for religions in the present and future, such as science and technology, the culture of unbelief, secularization, women's inequality, fundamentalism, globalization, and the environment.
(1 credit)

3105 Psychology I (Grade 12) Students in this course develop an understanding that psychology is the study of human behavior and mental processes. This half year course covers the following areas of psychology: research, social psychology, the life span, brain and behavior and altered states of consciousness. Students will learn the language and theories of psychology and apply them to their own experience. (Fall, ½ credit)

3106 Psychology II (Grade 12)
This course continues the study begun in Psychology I and covers four major areas: learning and cognition, personality, and adjustment and breakdown. Students will read about and discuss issues related to the following topics: learning and memory, personality theory, intelligence and intelligence testing, and psychological disorders. (Spring; ½ credit)

MATHEMATICS

The purpose of the mathematics program is to provide an understanding of the techniques and processes involved in doing mathematics, and to gain proficiency in these processes. The basic study of algebra, geometry, and trigonometry are required of all students. For more advanced work, electives are offered in pre-calculus, calculus, and statistics.

Required

Sequential Math I, II, and III

Full Year Courses

Sequential Math I, II, and III

Pre-Calculus

College Algebra

Calculus

AP Calculus AB

AP Calculus BC I

AP Calculus BC II

AP Statistics

Full Year Course Descriptions

2063 Sequential Math I (*Grade 9*) This is the first of a three-year math sequence which spirals the major topics of the upper school curriculum. The emphasis of the course is on algebra, including operations on numbers and algebraic expressions, solutions of equations and inequalities, factoring, and graphing in one and two dimensions. A substantial part of the course is devoted to the introduction of topics in geometry. Definitions and theorems are introduced and investigated without proof. The topics of logic, probability, and statistics are introduced briefly. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2064 Sequential Math II (*Grades 9-10; Prerequisite: Sequential Math I or equivalent.*) The second year of the three-year sequence continues and extends topics in algebra, introducing the quadratic function. The keystone of this course is the study of geometry with the introduction of the formal geometric proof. The study of similarity is followed by an introduction to right-triangle trigonometry. The study of probability is continued with the addition of the topics of permutations and combinations. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2065 Sequential Math II Honors (*Grade 9; Prerequisite: Sequential Math I with grade of A- or better, teacher recommendation and department head's approval.*)

This course covers the topics in Sequential II in greater depth and at a faster pace. A significant amount of time is spent on proofs, including geometric inequalities and coordinate geometry proofs. In addition, students will examine mass point geometry and conic sections. Throughout the course, students are encouraged to think creatively and inquisitively work through challenging problems. Projects are assigned and students are required to participate in the month New York State Math League contests. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2066 Sequential Math III (*Grades 10-11; Prerequisite: Sequential Math II or equivalent.*) The third course in the three-year sequence reviews basic algebra concepts and introduces the unifying concept of a function. The major emphasis of the course is on the properties and relationships of types of functions, including exponential, logarithmic, trigonometric, and inverse trigonometric functions. There is an introduction to the use of the graphing calculator. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2067 Sequential Math III Honors (*Grade 10; Prerequisite: Sequential Math II Honors, teacher recommendation and department head's approval.*) This course is designed to prepare students for the two-year AP Calculus course leading to the AP Calculus BC exam. It covers the topics in Sequential Math III in greater depth and at a faster pace. Various topics in Pre-calculus are included such as polynomials, exponential and logarithmic equations, exponential growth and decay, and arithmetic and geometric sequences. Students are required to participate in the monthly New York State Math League contests. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2120 Pre-Calculus (*Grades 11-12; Prerequisite: Sequential Math III or equivalent*) This is an intensive calculus preparatory course, taken as an elective, but strongly recommended to students who have done well in Sequential Math III. The primary focus of the course is the study of functions in detail, with particular emphasis on polynomial, rational, circular,

exponential, and logarithmic functions. The final term includes preparation for calculus with an introduction to the concepts of limit and derivative. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2115 College Algebra (*Grade 12; Prerequisite: Sequential Math III*) This course is designed for those seniors who need additional review in order to master the basic skills in algebra necessary for more advanced math courses. It includes an expanded treatment of basic topics in algebra, focusing on polynomial, exponential, and logarithmic functions and their properties. Linear programming is introduced, as well as probability, sequences, and series. Problem solving is stressed and the computer and calculator are used wherever possible. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2130 Calculus (*Grade 12; Prerequisite: Pre-Calculus, teacher recommendation and department head's approval.*) This course introduces the basic concepts of differential and integral calculus. It covers the derivative, the integral and applications. The course is intended for students who wish to learn calculus but not necessarily prepare for the AP Calculus test. There may be a review of basic topics in Pre-Calculus as needed for the development of the course. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2119 AP Statistics (*Grade 12; Prerequisite: Sequential Math III and teacher recommendation.*) This course focuses on data analysis and statistical reasoning. Students will gain understanding of the main ideas of statistics and the skills needed to work with data. Simulation techniques are used, along with the graphing and computational capability of the TI-83/84/89. Topics include normal and binomial distributions, linear regression, probability, designing experiments, and inference. Students will be prepared to take the AP Statistics exam. Students demonstrate their learning through quizzes, tests, projects and a final exam. (1 credit)

2172 AP Calculus AB (*Grade 12; Prerequisite: Pre-calculus with A- or better and departmental recommendation*) This college-level course introduces the basic concepts of the differential and integral calculus, including the derivative, the integral, and applications. This course covers the content of a one-semester college calculus course for beginners. A strong mathematics background and a high level of motivation are essential for success in this course. Students in this course are required to take the AP Calculus AB level exam in the spring. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit)

2140 AP Calculus BC I

2150 AP Calculus BC II

(*Grades 11 and 12; Prerequisite: Sequential Math III Honors and teacher recommendation*) This is a two-year honors course, integrating the Pre-Calculus and Calculus courses. Students are introduced to the basic concepts of calculus in the 11th grade. This allows a more thorough treatment of material in the concurrent physical science courses. The basic content includes topics in differential and integral calculus, including the derivative, the integral, and applications. Students are required to take the AP Calculus BC level exam in the spring of their senior year. Students should understand that enrollment in this course is a two-year commitment that will require aptitude and motivation. Students demonstrate their learning through quizzes, tests, and a final exam. (1 credit each year)

SCIENCE

Required

Biology

One additional year of a lab science

Full-Year Courses

Biology

Chemistry

Honors Chemistry

Physics

Honors Physics

AP Biology

AP Chemistry

AP Physics C

AP Environmental Science

Fall Semester Courses

Field Marine Biology

Anatomy and Physiology

Introduction to Engineering

Spring Semester Courses

Marine Biology and Ecology

Forensic Science

Introduction to Engineering

Minor Elective Course

Science Projects

Full Year Course Descriptions

3030 Biology (*Grades 9-10*) This course is an introduction to functions that distinguish living systems, as well as an inquiry into the composition of matter and the roles of certain biologically active molecules. Topics include, but are not limited to, genetics, physiology, reproduction and development, evolution, ecology, and molecular biology. Weekly laboratory exercises in the course focus on concepts presented in lecture. Students demonstrate their learning through tests, quizzes, and laboratory exercises. (1 credit)

3040 Chemistry (*Grades 10-11; Prerequisite: Biology*) This course is based on the American Chemical Society textbook *Chemistry in the Community*. Chemical concepts are introduced on a “need to know” basis in the context of a concern or issue. Although presented in a unique manner, the content is equivalent to what is encountered in a typical first year high school course. The goals of the course are to develop an understanding of chemistry, cultivate problem-solving skills, apply chemical knowledge to decision-making, recognize the importance of chemistry to everyday life and understand the benefits as well as limitations of science and technology.

3041 Honors Chemistry (*Grades 10-11; Prerequisites: A- in Biology and an A in Sequential II or B in Sequential II Honors*) This course is a comprehensive introduction to chemistry including atomic structure, stoichiometry, states of matter, molecular structure, thermodynamics, equilibrium, introductory organic chemistry and kinetics. Successful completion of this course will enable students to take Advanced Placement Chemistry and prepares students for the SAT II in Chemistry.

3049 Physics (*Grades 11-12; Prerequisite: Biology and Chemistry*) This course covers the traditional areas of mechanics, heat, waves, optics, electricity, electromagnetism, and topics in modern physics. As time permits, current events involving principles of physics are also discussed. Considerable attention is given to the development of problem solving techniques. Students are expected to complete assigned problems, contribute to class discussions, and demonstrate their learning through tests, quizzes, and laboratory exercises. (1 credit)

3047 Honors Physics (*Grade 11; Prerequisites: Biology and an A in Chemistry, or B in Honors Chemistry, and an A in Sequential III or B in Sequential III Honors*) Honors Physics covers the same topics as regular Physics, but in greater depth and with more emphasis on mathematical problem solving. (1 credit)

3080 AP Biology (*Grade 12; Prerequisites: A- in Biology, A- in Chemistry or B in Honors Chemistry, and Physics enrollment or completion*) This college-level laboratory course emphasizes the major biological themes of unity, diversity, interaction, and continuity through various topics; including biochemistry and molecular biology, genetics and evolution, microbiology, mammalian anatomy and physiology, ecology, and behavior. Students are asked to do extensive reading and should expect to show initiative in the learning process. Those students who have not completed physics are expected to take it concurrently. Students will demonstrate their learning through tests, quizzes, lab reports and projects. (1 credit)

3048 AP Chemistry (*Grades 11-12; Prerequisites: A- in Honors Chemistry*) This college-level laboratory course is taught at a rigorous pace and requires a considerable time commitment from the student. Topics include the atomic nature of matter, reactions and stoichiometry, gas laws, atomic structure and periodicity, bonding, intermolecular forces, thermochemistry, kinetics, equilibrium, redox, electrochemistry, acids and bases, and nuclear chemistry. Students will demonstrate their learning through tests, quizzes, and weekly laboratory reports. (1 credit)

3050 AP Physics C (*Grade 12; Prerequisite: A- in Honors Physics or A- in AP Chemistry, enrollment in an AP Calculus course*) AP Physics builds on the foundation of the Honors Physics course, and covers the mechanics topics at a level designed to prepare students to take the AP Physics C Exam. (1 credit)

3025 AP Environmental Science (*Grade 12; Prerequisites: B+ in Biology and Chemistry, or B in Honors Chemistry and Physics enrollment or completion*) The major topics in this college-level course include interdependence of earth's systems, scientific analysis, human population dynamics, renewable and nonrenewable resources, environmental quality, global changes, and society's environmental responsibilities. Independent learning and thinking are expected, with students developing their own ideas and opinions grounded on accepted facts about environmental issues facing the world today. Students will demonstrate their learning through tests, quizzes and weekly lab reports. (1 credit)

Semester Course Descriptions

3087 Field Marine Biology (*Grade 12 or by special permission*) This course involves the characterization of the abiotic marine environment and considers many of the physical and chemical factors that influence marine life, particularly in local habitats. This course introduces students to the diversity of marine invertebrates, their interactions and evolution through fieldwork and laboratory activities. Though work is conducted primarily at several sandy beaches in Oyster Bay, students also collect samples, make observations and record data at a nearby salt marsh. Students in this course create a Field Guide as a final project. Since this is a laboratory and field course, students will take a practical exam at the end of the term. Students also keep a lab journal for labs and other activities during the course of the term as well as take quizzes and unit tests. (Fall; ½ credit)

3086 Marine Biology and Ecology (*Grade 12 or by special permission*) This course has no prerequisite but is a continuation of the first term, Field Marine Biology course. Students study the evolution of cartilaginous and bony fish in this term as well as their anatomy and physiology. The study of marine vertebrates includes a look at marine birds, primarily local species. Marine mammals are also studied with a focus on adaptations for life in the sea. Students study basic principles of ecology with a focus on the marine environment. As part of their field experience, students conduct experiments in larval settlement and learn to conduct a transect study. Following this introduction, students study several marine habitats including the coral reef, the estuary, the benthos, and the open ocean. Students finish the term with an examination of the positive and negative ways humans influence the marine environment as well as look at current measures used to improve the quality of this precious resource. Students prepare a habitat project, an oral presentation on man's impact on the marine environment, and take quizzes and tests. There is no final exam. (Spring; ½ credit)

3101 Human Anatomy and Physiology (*Grade 12 or by special permission; Prerequisites: Biology and Chemistry*) Anatomy and Physiology is an elective course designed for students who wish to delve further into the structure and function of human cells, tissues, and organ systems. Special emphasis is placed on the major body systems, how the body systems work together to provide homeostasis and body functions in healthy and diseased states. Reading and discussion of current scientific literature, especially in the areas of health and disease, are an integral part of the course. Detailed dissections, in addition to lab investigations are a required part of this course. (Fall ½ credit)

3121 Forensic Science (*Grade 12 or by special permission*)

This course will serve as an in-depth study of what constitutes evidence, how to collect it without destroying its forensic value, and how to obtain information from it. Students will explore the various areas that make up the broad category known as forensic science by playing the role of various professionals who are concerned with crime scene investigations, such as crime scene examiner, crime lab analyst, and medical examiner. Students will be provided actual cases to study illustrating how forensic science was used in each case. Students will be introduced to crime scene analysis and techniques including forensic entomology, botany, pathology, blood chemistry, anthropology, physical and trace evidence, and ballistics. This course will draw upon knowledge from various science courses, including biology, chemistry, and physics, but will also examine the legal system as it pertains to evidence. Students will complement all discussions with hands-on labs that will put them at the center of a crime scene! (Spring, ½ credit)

3122 Introduction to Engineering (*Grade 12 or special permission; Prerequisites: Biology, Chemistry and Physics*) This course will enable students to gain an understanding, develop skills and practice project based problem solving as applied to real world scenarios. The course will focus on developing engineering skills including; identifying applicable constraints, effective communication, deciphering construction drawings, economic evaluations and critical path analysis. Projects will be centered around Friends Academy with an emphasis on environmental potential. Students will make presentations and write reports. (Fall and Spring ½ credit)

Minor Elective Semester Course

Science Projects (Grades 10, 11, 12) This minor elective provides students with the opportunity to engage in extended science activities beyond the constraints of the standard laboratory period. The projects will be primarily, but not exclusively, selected from Science Olympiad events including robots competition, experimental design, solar power and bridge building. An expectation of the course is that students will compete in the Science Olympiad. The course may be repeated each year and projects will be selected to match the background and preparation of each group of students. (1/2 credit)

WORLD LANGUAGES AND CULTURES

Required

Two consecutive years of Chinese, French, Latin, or Spanish. Three or more years are strongly recommended.

Full Year Courses

Chinese I, II, III, IV

French II, III, IIIH, IV, IVH, V, APV

Spanish I, II, IIH, III, IIIH, IV, IVH, V, APV

Latin I, II, III, IV, APV

Full Year ½ Credit Courses

Ancient Greek I, II, III

Introductory Latin

Advanced Introductory Latin

Intermediate Latin

CHINESE

4261 Chinese I (*Grades 9-10*) This course will emphasize pronunciation, tones, grammar and the four basic skills (listening, speaking, reading, and writing) of beginning level Chinese. Students will have the opportunity to explore different topics of Chinese language, such as greetings, family, numbers, dates, seasons, hobbies, visiting friends and making appointments over the phone. Both speaking and listening comprehension skills will be enhanced through practice in our state-of-the-art language lab. In addition to this, the course will cover traditional festivals, cultural events, calligraphy, music, poetry and other cultural topics. The goal will be to build a solid foundation in the Mandarin language and the culture(s) of those who speak it. (1 credit)

4276 Chinese II (*Grade 10-12; Prerequisite: Chinese I or equivalent*) Chinese II will help students continue to develop the four skills of listening, speaking, reading and writing in Chinese by increasing complex sentence structures and enriching their vocabulary. At the end of this course, students will be able to talk about their daily life, weather, and clothing. They will also be able to order food in a restaurant, go shopping, ask for directions, and see a doctor in Chinese. In addition, they will learn how to read and write notes and letters. Cultural topics will include Chinese food, medicine, housing, clothing, and films. Students will learn through the study of authentic materials coupled with daily interactive classroom activities. (1 credit)

4280 Chinese III (*Grades 11-12; Prerequisite: Chinese II or equivalent*) This course will enable students to participate in practical day-to-day situations in Chinese. The topics in this course will include how to ask for directions, how to ask for help at the library and at the post office, how to rent an apartment, and what to say when seeing a doctor. Some interesting topics, such as sports, travel, and the growth of Modern China will also be covered. Students in Chinese III will gain more proficiency in their listening and speaking skills. They will also have the opportunity to read short stories and to write paragraphs in Chinese. (1 credit)

4281 Chinese IV: Advanced Language and Cultures (*Grades 11-12; Prerequisite: Chinese III or equivalent*) Students will start to develop more complex conversational skills with greater exposure to authentic Chinese spoken and written materials, as well as somewhat lengthier listening and reading materials. The topics in this year will include: planning a vacation, a trip report, visiting someone, health and fitness, banking, and moving. In this fourth year course, students will explore and discuss many cultural topics through Chinese movies, dramas and traditional performing arts. (1 credit)

FRENCH

4020 French II (*Grades 9-10; Prerequisite: French I or equivalent*) Conducted primarily in French, this course develops students' speaking and writing skills. Students master increasingly complex sentence structures and expand their active vocabulary. They study the culture, geography, and history of the French-speaking world through reading, films, web-based assignments, and at least one local field trip. Students will practice their speaking and listening comprehension skills in our state-of-the-art language lab. Evaluation will be based on progress in all four skills: reading, writing, listening, and speaking. In addition to periodic assessments during the school year, there is a comprehensive final exam. (1 credit)

4040 French III (*Grades 10-12; Prerequisite: French II or equivalent*) Conducted primarily in French, this course features the continued exploration of France and the Francophone world through journalism, literature, art, and film. Cultural

awareness and listening comprehension are developed with video and audio materials. Grammar is introduced and reinforced through regular writing assignments and oral activities. Web-based assignments are offered to reinforce and enrich classroom activities. Students are encouraged to communicate in French during class. Laboratory exercises help to refine pronunciation and reinforce speaking and listening skills. Evaluation is based on consistent effort as well as progress in reading, writing, speaking, and listening. Written tests, oral evaluations, and a comprehensive final exam are used to assess student progress. (1 credit)

4050 French III Honors (*Grades 10-12; Prerequisite: French II with a grade of A- or higher and recommendation of the department*). Conducted in French, this course offers the more advanced French student the opportunity to explore French and Francophone culture through journalism, literature, art, and film. Increasingly complex grammar is introduced and practiced in regular short essays and oral reports. Web-based assignments allow students to explore themes of personal interest, building vocabulary essential to the topic. Students are expected to communicate in French at all times during class. Laboratory exercises help to refine pronunciation and reinforce speaking and listening skills. Evaluation is based on progress in all four skills: reading, writing, speaking, and listening. Students will read two short novels. In addition to regular written and oral assessments, there is a comprehensive final exam. (1 credit)

4060 French IV: Language and Cultures (*Grades 11-12; Prerequisite: French III or equivalent*) Conducted primarily in French, this course emphasizes continued development of conversation and writing skills, largely through the study of Francophone films, short stories, comic books, and visual art. This varied approach sharpens oral proficiency and broadens cultural awareness. Students complete independent multi-media research projects, which they share orally with the class. Evaluation is based on progress in all four skills: reading, writing, listening, and speaking. (1 credit)

4070 French IV Honors (*Grades 11-12; Prerequisite: Recommendation of the department*) Conducted in French, this course explores the works of great French thinkers. Students learn to analyze and discuss readings from the *Ancien Régime* to the present, as well as documents highlighting current events and issues of contemporary interest. Films and Internet resources are used to supplement course materials. The course develops and refines skills in reading, essay writing, speaking, and sustained listening. Among the authors enjoyed are Molière, Voltaire, Montesquieu, Rostand, Maupassant, Daudet and Aymé. Intensive grammar review is an integral part of the coursework. Class activities focus on skills for communication that prepare students for fluency in French and for the AP Language Exam, taken at the end of our AP French V course. Evaluation is based on progress in reading, discussion, fluency of expression in writing and speaking, and listening comprehension. In addition to tests and quizzes, there is a comprehensive final exam. (1 credit)

4080 French Senior Seminar (*Grades 11-12; Prerequisite: French IV or equivalent*) Conducted primarily in French, this course presents all aspects of World War II, from the Nazis' consolidation of power in the 1930's to the post-war experience in Europe. Emphasis is placed on the personal experience of Christians and Jews in occupied France. At least one Holocaust survivor and one member of the French Resistance visit the class. Students read a collection of articles and watch several films and documentaries on the war's impact; they read the memoirs of two Francophone survivors of the Holocaust; and they learn about the influence of the war on music, art, and literature. Students present a multi-media research project in the spring on the dimension of the war most interesting to them; examples of research topics include propaganda during the war, the role of the Enigma Code-breakers, the role of the French Resistance in hiding Jewish children, the importance of D-Day, the impact of the Nuremberg Trials, and the relationship between World War II and changing gender roles in France. In addition to regular written and oral assessments, there is a comprehensive final exam. (1 credit)

4094 Advanced Placement French (*Grades 11- 12; Prerequisite: French IV Honors and recommendation of the department*) Following closely upon the French IV Honors course, this AP French V course continues to refine students' reading, writing, speaking, and listening skills in preparation for the AP French language exam in May. The syllabus is divided thematically between four units: 1) Education, 2) Family Relationships, 3) Prejudice, and 4) Careers & Activities. Within each thematic unit, students read current newspaper and magazine articles, listen to radio shows, watch short newscasts, read short literary texts and watch short film clips of thematic relevance. In addition, students practice the multiple choice listening and reading comprehension questions, the grammatical fill-in exercises, the essay writing, and the oral picture narrations that constitute the bulk of the AP exam. All students enrolled in the class will be expected to take the AP language exam in May. (1 credit)

SPANISH

4100 Spanish I (*Grades 9-10*) Conducted mostly in Spanish, this course focuses on building basic communication skills in diverse situations and topics while introducing students to the Hispanic world. Students learn to socialize, provide and obtain information, express personal feelings and get others to adopt a course of action in Spanish. Evaluation emphasizes

comprehension and building listening and speaking skills, while laying a foundation for the mastery of reading and writing at higher levels. In addition to periodic assessments during the school year, there is a comprehensive final exam. (1 credit)

4110 Spanish II (*Grades 9-10; Prerequisite: Spanish I or equivalent*) Conducted primarily in Spanish, this course develops the students' active vocabulary, improves mastery of increasingly complex sentence structure, and develops each student's ability to speak and write creatively. Students develop a greater appreciation of the breadth and variety of the Spanish-speaking world through cultural readings, projects, films, and at least one local field trip. Listening comprehension is practiced with video and audio materials. Evaluation is based on progress in all four skills: reading, writing, listening, and speaking. In addition to tests and quizzes, there is a comprehensive final exam. (1 credit)

4111 Spanish II Honors (*Grades 9-11; Prerequisite: Spanish I with a grade of A- or above, National Spanish Exam, placement test & recommendation of the department*) This is an accelerated Spanish II course designed for the more advanced language student who has demonstrated exceptional ability and achievement in the first level. Intensive study of listening, reading, speaking, and writing skills is supplemented by outside reading to provide an introduction to Spanish literature. The course demands the student's constant participation in the target language in order to strengthen his or her language proficiency. Video and audio materials are also an integral part of the course. In addition to regular in-class assessments, students will take the National Spanish Exam given in the spring by the AATSP (American Association of Teachers of Spanish and Portuguese), as well as a cumulative final exam in June. The student who completes this course successfully may be recommended for Spanish III Honors. (1 credit)

4120 Spanish III (*Grades 10-12; Prerequisite: Spanish II or equivalent*) Conducted in Spanish, this course continues to build students' language skills in the four areas of listening, speaking, reading, and writing. Students continue to study grammar, focusing on advanced idioms and all verb tenses. The course also introduces some aspects of Peninsular and Spanish-American history and contemporary culture, primarily through readings from a variety of sources and some projects. Video and audio materials are used to improve listening comprehension skills. In addition to quizzes, tests, oral evaluations and some short essays, there is a comprehensive final exam. (1 credit)

4129 Spanish III Honors (*Grades 10-12; Prerequisite: Spanish IIIH with a grade of A- or higher and recommendation of the department; Spanish II with a grade of A or higher and recommendation of the department*). This is an accelerated Spanish III course designed for the more advanced language student. Conducted in Spanish, the course's primary focus is the mastery of the most integral grammar points and the development of more complex language skills in all areas of language learning. The course demands the student's constant participation in all activities designed to strengthen language proficiency. The course also includes a cultural component, which integrates literary and non-literary selections and popular films, to provide exposure to important aspects of Peninsular and Spanish-American history and culture. Evaluation is based on progress shown in all four language skills: reading, writing, listening and speaking. In addition to regular in-class assessments, students will take the National Spanish Exam given in March by the AATSP (American Association of Teacher of Spanish and Portuguese). There is also a comprehensive final exam in June. (1 credit)

4130 Spanish IV: Language and Cultures (*Grades 11-12; Prerequisite: Spanish III or equivalent*) Conducted in Spanish, this course focuses on developing key communicative skills in the language. Audio and video materials and readings from current periodicals are used to teach culture and to improve listening and reading comprehension skills. Students are required to speak Spanish in class at all times. Grammar is reviewed contextually on a regular basis. Evaluation is based on progress in all four skills: reading, writing, listening, and speaking. In addition to quizzes and tests, there is a final exam. (1 credit)

4135 Spanish IV Honors (*Grade 11-12; Prerequisite: Spanish IIIH with a grade of A- or higher and recommendation of the department; Spanish III with a grade of A or higher and recommendation of the department*). Conducted in Spanish, this course is designed as a preparation for the Advanced Placement Spanish Language course. In addition to continuing to develop language proficiency in all four skill areas (reading, writing, listening, and speaking), students also develop an awareness of Peninsular and Spanish-American culture through the study of literature, visual arts, music, film, and current periodicals. Video and audio materials are used to improve listening comprehension. Grammar is reviewed contextually on a regular basis. Evaluation is based on progress in all four skills. In addition to quizzes and tests, there is a final exam. (1 credit)

4140 Spanish Senior Seminar (*Grade 11-12; Prerequisite: Spanish IV or equivalent*). Conducted primarily in Spanish, this course emphasizes the continued development of conversation and writing skills. Readings come from newspapers and magazines in addition to collections of short stories. A variety of video and audio programs sharpen listening comprehension skills. Evaluation is based on progress in all four skills: reading, writing, listening, and speaking. In addition to quizzes, essays, tests, and major projects, there is a final exam. (1 credit)

4142 Advanced Placement Spanish (*Grade 11-12; Prerequisite: Spanish IV Honors with a grade of A- or higher and recommendation of the department*) Conducted in Spanish, this course continues developing the four skills (reading, writing, listening and speaking) and an awareness of Peninsular and Spanish-American culture through the study of literature, current periodicals and news media, and at times, music and visual arts. Oral presentations are also frequent. Video and audio materials are used to improve listening comprehension. Grammar is reviewed contextually on a regular basis. Evaluation is based on progress in reading, writing, listening, and speaking. In addition to tests and quizzes, students are expected to take the AP Spanish Language exam in the spring. (1 credit)

LATIN

4150 Latin I (*Grades 9-10*) Latin I, an accelerated introduction to Latin at the high school level, assumes that the student has no prior knowledge of Latin. Students are introduced to the fundamental grammatical and syntactical elements of Latin (for example, case, gender, mood, voice) and many Latin vocabulary words are learned as more and more complex stories are read and translated. Some attention will be given to etymologies and English derivatives, and we will discuss some of the material in the book concerning Roman culture. (1 credit)

4160 Latin II (*Grades 9-10; Prerequisite: Latin I or equivalent*) This course continues where Latin I left off. Increasingly complex grammatical forms and constructions (such as the subjunctive) are introduced, and the emphasis on vocabulary, derivatives, and Roman culture continues. Students read a considerable amount in Latin, as well as some ancient mythology. There are frequent quizzes and periodic tests as well as a comprehensive final exam. (1 credit)

4170 Latin III (*Grades 10-12; Prerequisite: Latin II*) After the students have completed the study of virtually all the grammar and syntax they will need (such as indirect discourse), the course focuses on reading excerpts of Latin authors (eg., Ovid) and on some preparation for the Advanced Placement Latin examination. Much attention is given to the close reading of poetry, with particular emphasis on scanning, the use of rhetorical figures, and close textual analysis. There are frequent quizzes and periodic tests, and there is a comprehensive final exam. (1 credit)

4180 Latin IV: Advanced Language and Cultures (*Grades 10-12; Prerequisite: Latin III*) This is the first half of a college level course (the second half of which is AP Latin V) that follows the syllabus determined by the College Board and prepares students for the first half of the Advanced Placement Exam in Vergil's Aeneid. Students will translate selected Latin passages from Books I, II, and IV of the Aeneid, and will study the content of the poem as a whole in the context of classical epic, especially Homer's Iliad and Odyssey. The entire Aeneid will be read and studied in English. The main object of the course is to translate Vergil's poetry literally, to scan dactylic hexameter, and to identify and analyze figures of speech and other features of poetic style. Reference will be made to ancient epic as a genre, and students will study events in Roman history and cultural matters which are pertinent to the study of the Aeneid. There will be an extensive review of grammar and syntax. There will be frequent quizzes and many exams, with ample opportunity for written analysis of Vergil's poetry. Students who do very well in the course will be allowed, with the department's permission, to move on to the Advanced Placement course. (1 credit)

4192 Advanced Placement Latin (*Grades 10-12; Prerequisite: Latin IV and recommendation of the department*) This is the second half of a college level course (the first half of which is Latin IV) that follows the syllabus determined by the College Board for the Advanced Placement exam on Vergil's Aeneid. The class begins with a review of the parts of the Aeneid studied in Latin IV, and then moves on to study the syllabus material not studied in Latin IV, with the idea of preparing students to take this AP exam. Students will translate selected Latin passages from Books IV, VI, X and XII of the Aeneid, and will study the content of the poem as a whole in the context of classical epic, especially Homer's Iliad and Odyssey. The entire Aeneid will be read and studied in English. The main object of the course is to translate Vergil's poetry literally, to scan dactylic hexameter, and to identify and analyze figures of speech and other features of poetic style, all with the goal of obtaining a comprehensive understanding of Vergil's poem. Students will study events in Roman history and various Roman cultural matters which are pertinent to the study of the Aeneid. There will be an extensive review of grammar and syntax at the beginning of the class and much work in these areas throughout the year. There will be frequent quizzes and many exams, with ample opportunity for written analysis of Vergil's poetry. Students will be required to take the Advanced Placement course at the end of the year. (1 credit)

Full Year ½ Credit Courses

4210 Ancient Greek I (*Grades 9-12*) This is an introductory course in Ancient Classical Greek. Emphasis is on basic grammar, syntax, and vocabulary, with some attention to English derivatives and Greek culture. Attention is given to aspects

of Ancient Greek culture, and students write short reports in areas of interest to them. This course can serve as an introduction to Modern Greek, as the two languages are relatively similar. In addition to frequent quizzes and periodic tests, there is a comprehensive final exam. (½ credit)

4220 Ancient Greek II (*Grades 10-12; Prerequisite: Ancient Greek I*) This course continues the study of the Ancient Greek language. In addition, ancient authors are read in English (Sophocles' *Oedipus Tyrannos* and Aristophanes' *Clouds*, Plato's *Symposium* and *Republic*). In addition to frequent quizzes and periodic tests, there is a comprehensive final exam. (½ credit)

4230 Ancient Greek III (*Grades 10-12; Prerequisite: Ancient Greek II*) This course continues the study of the Ancient Greek language with emphasis on the literature of Ancient Greece. In addition to frequent quizzes and periodic tests, there is a comprehensive final exam. (½ credit)

4147 Introductory Latin (*Grades 9-12*) In this year long half-credit course students will begin to learn the important grammatical concepts that they will need to be familiar with in order to read and understand the Latin language. Some emphasis will be placed on Roman culture and civilization but the main focus of the course will be on gaining familiarity with Latin language. There will be frequent quizzes and periodic exams along with some opportunities for extra credit projects. (1/2 credit)

4148 Advanced Introductory Latin (*Grades 9-12*) In this year long half-credit course, students will continue to build on the important grammatical concepts learned in the introductory course strengthening their ability to read and understand the Latin language. Students will continue to learn more about Roman culture and civilization. There will be frequent quizzes and periodic exams along with some opportunities for extra credit projects. (1/2 credit)

4149 Intermediate Latin (*Grades 9-12*) In this third year half-credit course, students will continue to build on the important grammatical concepts and etymological roots learned in the advanced introductory course, strengthening their ability to read and understand the Latin language. There will be frequent quizzes and periodic exams along with some opportunities for extra credit projects. (1/2 credit)

VISUAL AND PERFORMING ARTS

HONORS ARTS PROGRAM

The Honors Arts program provides a forum for students with particular interest in the arts to engage more deeply in artistic and aesthetic inquiry through reading, artistic experience, and dialog. This academically challenging program is designed to enhance cognitive thinking skills by connecting the individual arts experience to a larger concept of the role the arts play in our world

The program, which is to be taken *in addition to* regular visual and performing arts classes, is open to students in the eleventh and twelfth grades who have taken the required prerequisites in their artistic disciplines. Students must apply for and be accepted to the program and must maintain a 'B+' average overall in order to be eligible.

The program includes the following components:

- Each student will be assigned a mentor with whom he or she will meet on a regular basis.
- Each student will be required to keep a journal reflecting his or her creative process and growth as an artist.
- Students will attend a weekly seminar designed to develop their understanding of universal artistic concepts and generate dialogue about their arts experiences.
- Each student will be required to attend three planned events relating to the arts each semester.
- Each student will be required to propose, complete, and present one major project each semester.

Applications for the Honors Arts Program are available on-line.

VISUAL ARTS

Students enrolled in visual arts classes in the Upper School explore the elements and principles of visual art through a wide variety of media and techniques, develop and expand their artistic voice, and refine their creative and conceptual visions. A variety of courses are offered, from the most basic overview of drawing and design to Advanced Placement Portfolio levels. In addition to studio projects, students are asked to participate in critiques and dialogues on art history.

Students are evaluated based on their effort and participation in class, quality of finished product, originality of thought, and demonstrated understanding of concepts presented. Student art is often displayed in the gallery and common areas and is returned after it has been on exhibit.

Note: All art students will be required to maintain a sketchbook that will be used in their classes. These will be offered for sale through the instructors. Fees to cover cost of materials are charged for some of the arts courses. Please refer to the schedule of charges provided with the enrollment contract.

Course Descriptions

Foundations

Foundations (Grades 9-12)

The **Foundations** course is the basis for the rest of the Visual Arts curriculum and is a pre-requisite for enrollment in all other Visual Arts Courses.

Designed as a "gateway" course to all other art courses, Foundations is an overview of the elements and principles of drawing and design. Through the semester, students will be exposed to a variety of skills and concepts through visual problem solving. Emphasis will be placed on line, shape, value, composition and color. Weekly sketchbook assignments. (semester course, ¼ credit; Materials Fee)

**After completion of this course, students may opt to continue in either drawing or design courses the following semester. Therefore, students who have a strong interest in the Visual Arts are encouraged to request Foundations in the first semester so the option of continuing is available to them.*

Drawing Courses

Drawing 1 (Grade 9-12; Prerequisite: Foundations) Students will continue to develop their understanding of value, contour and blind contour line drawing and composition. New concepts may be collaborative drawing, figure drawing, portraiture

and imaginative work. Weekly sketchbook assignments. (*semester course, ¼ credit; Materials Fee*)

*Drawing II (*Grades 10-12; Prerequisite: Foundations*) Continuing to build on skill development and visual problem solving, students will continue to explore composition through perspective, figure and gesture drawing, portraiture, use of negative space, and color theory. Abstractionism will be introduced. Weekly sketchbook assignments. (*semester course, ¼ credit; Materials Fee*)

*Drawing III (*Grades 11, 12; Prerequisites: Foundations, Drawing II*) Students are expected to attempt more challenging work and expand their repertoire by “pushing the envelope” of drawing, with a greater emphasis on abstract composition. (For AP students, successful pieces may be used in the Breadth section of their portfolio.) Discussion of AP portfolio expectations. Weekly sketchbook assignments. (*semester course, ¼ credit; Materials Fee*)

Figure Drawing (*Grades 9-12; Prerequisite: Foundations*) Drawing and working with the figure in different media. This course offering is designed to demystify and give a basic understanding of simple figure drawing. During the course, students will look critically and learn to speak about the works of artists who have studied the human figure, discuss the importance of gesture and movement, and how to use marks and lines to convey these elements. They will work directly from live models to improve their observational drawing skills and work on properly proportioning their drawings. Progress will be charted by keeping early drawings in a portfolio as well as final pieces. Students will present their work to the class in the context of what they have learned and how they resolved process problems. (*semester course, ¼ credit; Materials Fee*)

Painting Courses

*Painting I (*Grades 10-12; Prerequisite: Foundations*) An introduction to the materials and subject possibilities of oil painting, with an emphasis on composition, painting techniques and color. (For AP students, successful pieces may be used in the Breadth section of their portfolio.) Weekly sketchbook assignments. (*semester course, ¼ credit; Materials Fee*)

*Painting II (*Grades 11, 12; Prerequisites: Foundations, Painting I*) Continuing to build on skill development and visual problem solving, students are expected to attempt more challenging work and explore visual problems of greater complexity. (For AP students, successful pieces may be used in the Breadth section of their portfolio.) Discussion of AP portfolio expectations. Weekly sketchbook assignments. (*semester course, ¼ credit; Materials Fee*)

2-D Design Courses

Design I (*Grade 9-12; Prerequisite: Foundations*) The objective of this course is to excite students about the breadth of creative exploration while building technical skills and a sense of self as artist. Students study the principles of design as they experiment with a wide variety of media and methods, potentially including collage, photography, printmaking, pen and ink, tempera, and/or acrylics. This course is project-based and an honest effort will produce an array of interesting works. Students will be required to document their project development and ideas in their sketchbooks. (*semester course, ¼ credit; Materials Fee*)

*Design II (*Grade 10-12; Prerequisite: Foundations*) This course reinforces the principles of design with an emphasis on collage, color theory and paint. The goal is the process, not a specific technique, and the student will be encouraged to experiment. Key to this process is the student’s visual documentation of their experiments and discoveries in their sketchbook. (*semester course, ¼ credit; Materials Fee*)

*Design III (*Grades 11, 12; Prerequisites: Foundations, Design II*) This course is designed for either the AP-bound or the mature non-AP student. Students are strongly encouraged to develop a disciplined personal style in their art and pursue it with vigor. Both content and form are stressed. This course emphasizes increased personal visual awareness and style, steady skill growth, and a thorough review of all art principles. (*semester course, ¼ credit; Materials Fee*)

Photography Courses

*Photography I (*Grades 10-12; Prerequisite: Foundations*) This course is designed for those who are interested in learning about black and white photography. Beginning with a survey of the historical development of photography, students will learn the fundamentals of the medium, from basic camera operation and darkroom techniques to the “rules” of composition. Through class projects, students will gain a solid understanding of various photographic techniques and will learn to use those techniques effectively to express their personal visual ideas. Class critiques and the study of masters' work are to

promote discriminating technical and artistic judgment. **A manual-option 35mm SLR camera is required.** (semester course, ¼ credit; Materials Fee)

***Photography II** (Grades 11-12; Prerequisites: Foundations, Photography I) As a continuation of Photography I, this course enables students to further develop their visual strengths in photography as they sharpen their technical skills. Each class project is designed to target a specific photographic issue of either technical or expressionistic importance. Students will explore various creative darkroom techniques as well as ways in which to best express their individual ideas. Students will also continue to develop their analytical skills as they participate in class critiques and study the work of master photographers. **A manual-option 35 mm camera SLR camera is required.** (semester course, ¼ credit; Materials Fee)

***Photography III** (Grades 11, 12; Prerequisites: Foundations, Photography I and II) This course further encourages students to develop their visual strengths in photography as they sharpen their technical skills. Class projects are designed to target specific photographic issues of either technical or expressionistic importance. Students will explore various creative darkroom and non-darkroom techniques. Students will also continue to develop their analytical skills as they participate in class critiques and study the work of master photographers. **A manual-option 35 mm SLR camera is required.** (semester course, ¼ credit; Materials Fee)

Photography Portfolio (Grade 12; prerequisites: Foundations, Photo I, II, and III) Students taking this course should be serious about photography. Having completed all 3 prior levels of photography, each student will be expected to produce a body of work that demonstrates both his/her technical skill and artistic expression. Specific class assignments will give way to more individualized, self designed projects that may become more conceptual than literal. Students will also continue to develop their analytical skills as they participate in class and individual critiques. **A manual-option 35 mm SLR camera is required.** (Full Year; 1/2 credit; Materials Fee)

3-D Courses

3-D Design (Grades 9-12; Prerequisite: Foundations) This course is designed to foster an understanding of three dimensional art forms. Students are introduced to numerous materials and concepts and will work with plaster, wood, clay, foamboard, fabric, and found objects. Proper tool usage is developed through a series of assigned projects, and personal expression is encouraged. (semester course, ¼ credit; Materials Fee)

Ceramics I and II (Grades 9-12; Prerequisite: Foundations) Students will explore the potential of clay through a variety of sculptural, decorative and utilitarian approaches. Materials, processes and techniques include coil, slab, use of drape molds, sculpture, throwing on the wheel, handbuilding, glazing and firing. A series of assigned projects will facilitate each students understanding of clay aesthetics, but there is room for self expression. (semester course, ¼ credit; Materials Fee)

AP

***AP Studio Art Portfolio** (Grade 12; Prerequisites: starred courses below / permission of Dept Chair) This course provides an enriching and challenging studio situation for the highly motivated and advanced art student. The emphasis is on the preparation and development of a portfolio under the guidelines set forth by the College Board, and students are required to explore a wide variety of styles and techniques. Sketchbook and written assignments are given, completion of which will require time spent outside of class. Students will each prepare and mount an exhibit in the gallery in May. Students will be expected to work with the teacher in maintaining a digital portfolio of their artwork for submission to the College Board in May. The digital portfolio may be used by the student as supplemental material for college applications. (Full Year; 1 credit; Materials and College Board submission fees)

Recommended Courses for AP Portfolio: (Drawing focus)

9th grade: *Foundations
9th grade: Drawing I
10th grade: *Drawing II
10th grade: *Painting I
11th grade: *Drawing III
11th grade: *Painting II
12th grade: AP Studio Art Portfolio (Full Year)

Recommended Courses for AP Portfolio: (2-D Design focus)

9th grade: *Foundations

9th grade: Design I
10th grade: *Photography I
10th grade: *Design II
11th grade: *Photography II
11th grade: *Design III
12th grade: AP Studio Art Portfolio (*Full Year*)

Recommended Courses for AP Portfolio: (Photography Focus)

9th grade: *Foundations
10th grade: *Photography I
11th grade: *Photography II
11th grade: *Photography III
12th grade: AP Studio Art Portfolio (*Full Year*)

PERFORMING ARTS – MUSIC

The Upper School music program offers a four-year comprehensive and sequential curriculum in instrumental and vocal music. It is our goal in the music department to increase the musical ability of each player, to give each student the opportunity to work as part of an ensemble and to play publicly in concerts and other forums in a way that demonstrates a high standard of excellence for each individual player as well as the ensemble.

In order to clarify what we mean by high standard of excellence we have created a list of our Standards of Excellence which can be found in the Arts section of our website.

Courses:

Wind Ensemble

Jazz Band

String Ensemble

Chamber Orchestra

Vocal Ensemble

Concert Choir

Chamber Choir

Music Theory

AP Music Theory

Music Recording Technology

Advanced Music Recording Technology

Music Appreciation

Opera Appreciation

Course Descriptions

Wind Ensemble (Grades 9-12) *Prerequisite: Students should be able to play their chosen instrument at a NYSSMA level 3 or above. Audition required.* This course functions as a large performing group, with most classes taking the form of a rehearsal. Emphasis is placed on developing skills as outlined in the Standards of Excellence. Students build upon previous instrumental training through a repertoire of appropriately challenging music. Curriculum is directed not only toward the technical advancement of the students, but also toward their understanding of musical content, structure, and style. The Ensemble will participate in concerts in December and May. (Full Year; ½ Credit)

Jazz Band (Grades 9-12) *Prerequisite: Students should be able to play their chosen instrument at a NYSSMA level 4 or above. Audition required.* This performance-based course emphasizes the various styles of jazz, blues, and rock. The course will introduce improvisation and appropriate stylistic concepts. Participation in this ensemble provides an outlet for individual creativity and expression while relating the importance of the individual performer to the success of the group. This group performs several times throughout the year. (Full Year; 1/2 Credit)

String Ensemble (Grades 9-12) *Prerequisite: Students should be able to play their chosen instrument at a NYSSMA level 4 or above. Audition required.* This course functions as a large performing group, with most classes taking the form of a rehearsal. Emphasis is placed on developing skills as outlined in the Standards of Excellence. Students build upon previous instrumental training through a repertoire of appropriately challenging music. Curriculum is directed not only toward the technical advancement of the students, but also toward their understanding of musical content, structure, and style. The Ensemble will participate in concerts in December and May. (Full Year; ½ Credit)

Chamber Orchestra (Grades 9-12) *Students must be enrolled in Orchestra. Audition required.* Members of the Chamber Orchestra are challenged to learn and perform repertoire created especially for small string groups. Students are expected to learn the music on their own and the class meeting time functions as a professional rehearsal would. This class is aimed at expanding the musical knowledge of our most advanced string musicians and teaching them to be a part of a small professionally oriented performing ensemble or college orchestra. One section of this meets before school. (Full Year; 1/4 Credit)

Vocal Ensemble (Grades 9-12)

Vocal ensemble meets during the school day and studies a variety of music. There is a focus on ear training, sight singing and part singing as well as vocal techniques and development of the standards of excellence. This course

provides students a vocal foundation that will prepare them to take the Music Theory course or audition for the Concert Choir. There are optional performance opportunities as part of this class. (Full Year; ½ Credit)

Concert Choir (grades 9-12) *Audition Required.* Concert Choir meets three mornings a week before school. Any student in any other choir or vocal ensemble may elect to be in Concert Choir. The course studies and performs intermediate to advanced choral repertoire for mixed voices. Students focus on rehearsal techniques, reading music, vocal production and group dynamics. This choir is the primary vocal group that performs at the winter and spring concert. (Full Year; ½ credit)

Chamber Choir (Grades 9-12) *Audition required.* This small ensemble. (8-16 students) meets one morning a week before school. The focus of the group is to have an opportunity to learn challenging material created specifically for small ensembles. This group performs throughout the year both at formal concerts and in more informal settings. Students in this group must also be enrolled in Concert Choir. (Full Year; 1/4 Credit)

Music Theory (Grades 9-12) This course will provide a foundation of music theory for the intermediate level musician that will prepare them for advanced study. It is designed for performing musicians (piano, instrumental, vocal) to deepen their knowledge of the musical idiom. The course work includes written concepts, terminology and notation, exercises in music reading and sight singing, practice in ear training, and work in analysis and composition. This class meets five out of ten times in a two week period and fulfills the pre-requisite for the AP Music Theory Course. Regular quizzes, exams, and compositional projects are given throughout the term. Students must be able to pass a basic entrance exam in order to be part of this course. (Full year; ½ Credit)

AP Music Theory (Grade 11-12; Prerequisite Music Theory or independent study Music Theory and passing the entrance exam with a B or better) For serious music students who plan to pursue music as part of their college course of study. Students must be proficient on their instrument or voice. The course work includes advanced work in written concepts, terminology and notation, exercises in music reading and sight singing, practice in ear training, and work in analysis and composition. This course meets every day. The course work will prepare the students for the Music Theory Advanced Placement examination. (Full year; 1 Credit)

Music Recording Technology (Grades 11-12) This one-term course covers the fundamentals of computer-based music recording, mixing, and production. Using Apple's *Garage Band* software, MIDI controller keyboards, and real instruments students learn to create and manipulate MIDI sequences and digital recordings to create finished compositions. The whole recording process is studied, from concept to production, to give students the tools to capture their musical ideas. Study is independent in nature. The course meets one period per week and additional time in the electronic music classroom is required to complete assignments. Experience with a musical instrument is not required for success in this course. This course may be applied to either Technology or Arts credit. (Semester Course; ¼ credit)

Advanced Music Recording Technology (Grades 11-12; Prerequisite: Music Recording Technology) This one semester course expands upon the concepts and skills covered in the introductory course. Using analog and digital studio recording equipment and software students learn advanced techniques in live audio recording and sound reinforcement. Projects include work with large and small ensembles and production of master recordings. Study is independent in nature. The course meets 5 out of 10 classes per two week cycle and additional time in the music studio may be required to complete assignments. This course may be applied to either Technology or Arts credit. (Semester Course; ¼ credit)

Music Appreciation (Grades 9-12) This course is a yearlong introduction to Western classical music from Gregorian chant to 20th century contemporary music. We listen to significant works from the Middle Ages; the Renaissance; the Baroque, Classical, Romantic periods; and the 20th century. We not only look at stylistic characteristics of each period and the variety of forms of musical expression, but we also look at the lives of famous composers such as Monteverdi, Handel, Haydn, Mozart, Beethoven, and Brahms. No prior knowledge of music is necessary. Classes meet once a week, and there is one paper and one exam required per term. (Full Year; ¼ Credit)

Opera Appreciation (Grades 11-12) This year long, once-a-week lunch period class presents a variety of operas from the Baroque, Classical, Romantic, and contemporary periods as well as to represent national (French, German, Italian, Russian, or English) differences. Anyone is welcome who has an interest in learning more about opera by simply being exposed to it. No prior knowledge is needed, as a brief introduction to operatic and musical conventions of the period will be reviewed. Bring your lunch! There will be one paper per semester on an opera of choice. (Full Year; ¼ Credit)

PERFORMING ARTS – THEATER AND DANCE

The Upper School program offers a four-year curriculum that lays a foundation of the basic elements of theater and dance and is sequenced through advanced study in the Junior and Senior years. Four years of courses are offered in Dance, Stagecraft and Technical Theater, and the study of theater with an emphasis on acting technique.

Full Year Courses

Dance I /II
Advanced Expressions in Dance I/II
Theater Studies
Performing Arts
Advanced Performance Studies: Acting and Directing
Advanced Performance Studies: History and Literature
Stagecraft I/II and III
Advanced Stagecraft

Full Year Course Descriptions

Dance I and II

Dance is a strong choice for students who enjoy movement and are interested in expanding their movement vocabulary. Students with a love of dance are welcome, whatever their background in technique. (Ballet Jazz, Modern, Tap, Lyrical, Hip Hop, Street, etc.) Students will come together to learn more about the body in motion and the creative process. These classes may be applied to either PE or Art requirements. (*Full Year; 1/2 credit*)

Advanced Expressions in Dance I/II (*Prerequisite: Dance I and II or department approval*) Advanced Expressions in Dance may be taken for two years. The class is an intense study in technical and choreographic skills. Students develop a personal creative process, choreograph, and learn repertoire. This course may be applied to either PE or Art requirements. (*Full Year; 1/2 credit*)

Theater Studies (*Grade 9*) This course is a solid jumping off point for both the serious theater student and the student who is interested in increasing their skill level and perhaps participating in school plays. The curriculum emphasizes the exploration of literary structure, dramatic context, character development, and improvisation. (*Full Year, 1/2 credit*)

Performing Arts (*Grade 10; Prerequisite: Theater Studies or departmental approval*) In this course the students take the skills learned in Theater Studies and begin to focus on script analysis, character development, understanding of subtext, and the Stanislavskian principles of acting. The course develops aesthetic awareness and an understanding of the concepts, elements, principals, and theories of performance. Throughout the year students learn to give and receive honest feedback in preparation for the directing work to follow. (*Full Year; 1/2 credit*)

Advanced Performance Studies I & II

(*Grades 11-12; Prerequisite: Performing Arts or department approval*)

Advanced Performance Studies I & II are designed to work together as a comprehensive two year curriculum that will meet the expectations of both the students who wants to further their own knowledge and enjoyment of the theater and the students preparing themselves for rigorous college arts programs. Drawing upon history, literature and styles of acting and directing, students work to develop a comprehensive philosophy and approach to their work as a creative artist. Students may take one class and not the other, but are encouraged to take the full two years in order to experience the cumulative curriculum. (*1 credit per year*)

Advanced Performance Studies: History and Literature

History and Literature begins with the origins of western theater and traces its development through modern drama. The course looks at major historical events and the role theater played in influencing and interpreting those events. Simultaneously we examine the major plays from each era, engaging in script analysis and interpretation of those plays in light of the events they arose from and their application to modern society.

Advanced Performance Studies: Acting and Directing

Acting and Directing explores the major movements that have developed in American acting technique over the last 125 years. Beginning with the influences of Constantine Stanislavski, the course draws from major practitioners such as Sanford Meisner, Stella Adler, Uta Hagen and Anne Bogart. Students are also introduced to the fundamentals of directing and playwriting through research, writing and performance.

Stagecraft I

This course is designed for the student who has an interest in how things work, how things go together, and what makes things run. Starting from the beginning by exploring the theater space and how it works, students then move on to learning to choose and use hand and power tools and simple carpentry skills. The class is rounded out by learning about the rudiments of sound, electrics and rigging. The course is entirely hands on. *(Semester course, ¼ credit.)*

Stagecraft II /III

These courses examine areas of stagecraft and technical theater including: elements of production; design and construction of sets, props; planning and execution of rigging, sound, lighting, and stage management at the beginning and intermediate skill levels. The focus of the course parallels the current production schedule, enabling students to gain hands-on experience with immediate results. *(Stagecraft II & III are full year courses, ½ credit)*

Advanced Stagecraft

Advanced Stagecraft is designed for seniors who have reached a high level of proficiency in one or more areas of stagecraft and technical theater and want to design and/or execute comprehensive projects. Students in this course will take on major roles associated with productions such as stage management, sound design, lighting design, lead carpenter, lead electrician and others. This unique class prepares advanced students to utilize their skills and learn to work independently. *(Full year course, ½ credit)*

RELIGION AND ETHICS

Religious study and practice is an ongoing experience at Friends Academy. The influence of Quakerism in the life of the school demands that teachers and students strive for an informed sense of community, harmony, equality, and simplicity in classroom settings, Meetings for Worship, the work program, and service to the wider community.

Required

Quakerism

Community Service

Religion in American Culture

Quaker Meeting for Worship

Course Descriptions

Quakerism (Required Grade 9) Students study the faith, practice, and history of the Religious Society of Friends in this term course. Topics discussed include Meeting for Worship; the Inner Light; decision making by consensus; and testimonies regarding integrity, simplicity, equality, and peace (non-violence). A particular emphasis is placed on Quaker ideas in action and Quaker participation in social reform movements.

Community Service: Problems, Pragmatism and Citizenship (Required Grade 10) A desire to serve and the pursuit of service learning is at the core of our school's educational mission. And yet, values without context are useless; beliefs without knowledge, powerless; virtuous intention without practical solution, worthless. The community service course has evolved to suit these needs; providing context for our values, intellectual foundation for our beliefs, and practical solutions for our virtuous intentions. The course culminates in the YSOP (Youth Services Opportunities Program) service trip where students will be confronted with the face of their study, thus homelessness (particularly in New York City) will be a centralizing theme.

Religion in American Culture: Seeking happiness, peace, pleasure, and purpose (Required Grade 12)

This semester course will focus on an examination of contemporary individuals as well as religious groups that have made choices driven by the spirit. Students will be asked to examine these choices from a Quaker perspective as well as from a variety of religious traditions in America. Students will seek to define abstract ideals such as truth, equality, and peace and address the significance of service, education, and family in this life-long pursuit. Students will be challenged to look at the importance of religion, spiritual concerns, and values in their own lives as they too seek to achieve happiness, peace, pleasure and purpose. The major portion of a student's grade will be determined by the thoughtful completion of short reflection essays.

Quaker Meeting for Worship All students and teachers in the Upper School are expected to attend the Meeting for Worship once each week. This, "the most important appointment of the week," interrupts our busy lives and gives time for reflection. It distinguishes Friends Academy.

EDUCATIONAL TECHNOLOGY

One Semester Courses (offered each semester depending on enrollment)

Media Slam

Robotics

Introduction to Computer Science

Intermediate Computer Science

Advanced Computer Science

Design for Publication

Graphic Design

Film Techniques and Video Editing

Music Recording Technology

Advanced Music Recording Technology

Communications, Media and Culture

* Course may be applied toward sequence requirements in AP 2-D Design Portfolio

One Semester Course Descriptions

Media Slam (Grades 9-12)

This one semester course offers Upper School students an opportunity to learn and use a variety of Web 2.0 tools for creating and sharing multimedia including digital photography, video, and audio production and sharing tools; social networking sites; and online collaboration, publishing, and presentation tools. Class discussions will include an examination of the social and cultural effects of new media. Most of the software used will be free Open Source tools and websites. Students will create presentations and features that can be used in their classes and throughout our community. (*Semesters 1 and 2; ¼ credit*)

Robotics (Grade 10-12)

This class will cover the topics of robotics and programming. Students will learn about the parts that make up a robot and other microprocessor systems and how these parts communicate with one another, enabling robots to perform tasks. Students will also be introduced to the Java programming language where they will learn programming basics including creating variables, method calls, code compilation, and execution. Student will learn how to write a program, install the program into the robot's memory, and have the robot execute the installed program. At the end of the class, students will have a strong understanding of how robots work and a foundation in object-oriented programming. (*Semester 1; ½ credit*)

Introduction to Computer Science (Grades 10-12): This semester course introduces both exploration of hardware and networking concepts, including hands-on work, and software development through the study of HTML and Java, an object-oriented programming language. Students become familiar with the ideas of good programming style, decision structures, loops, files, and simple arrays. Students demonstrate their progress through individual and group programming and quizzes. (*Semester 2; ½ credit*)

Intermediate Computer Science (Grades 10-12): This semester course continues the exploration of programming concepts begun in Introduction to Computer Science. In this course, students will work with the Java and C# programming languages. They explore data structures and artificial intelligence. Students demonstrate their progress through individual and group programming and quizzes. (*Semester 1; ½ credit*)

Advanced Computer Science (Grades 10-12): This semester course continues the development of programming skills introduced in Intermediate Computer Science. In this course, students continue to work with the Java and C# programming languages. They explore programming theory and tackle complex problems like run speed analysis and search algorithms. The course also introduces the concept of software engineering. Students demonstrate their progress through individual and group programming and quizzes. (*Semester 2; ½ credit*)

Design for Publication (Grades 10-11): This one semester course introduces students to the fundamental concepts and skills of two-dimensional design and page layout using Adobe InDesign, Illustrator and Photoshop. The class teaches students how to digitally create and manipulate text and images for communication, such as that used in FA publications; The Inkwell, Gnosis, The Lamp (Yearbook), or Red and Black, as well as images for advertising; posters, book covers, public service announcements, etc. We emphasize concept over procedure focusing on visual connections, form versus content, and

each student's vision. Students learn to use visual language in context, to make critical evaluations and observations, to organize and plan for project completion, and to think analytically. Assessments are based upon class discussion, papers, quizzes, presentations and projects. This course, or its equivalent, is required for students hoping to assume a leadership role with one of the school publications but is also open to any student interested in developing thoughtful and effective designs to communicate ideas in print and online. (*Semesters 1 and 2; ¼ credit*)

Graphic Design (Grades 10-12): This one semester course covers the basics of 2-dimensional graphic design for print and electronic forms of visual information. Students work with typography, color theory, linear and aerial perspective, and the elements of design using Photoshop and other tools. It also includes a brief study of the history of graphic design and a foray into 3-Dimensional design if time allows. Students demonstrate their progress through individual projects and presentations, and group critique. (*Semesters 1 and 2; ¼ credit*)

Film Techniques and Video Editing (Grades 11-12): This one semester course covers the basics of digital video capture and editing, including digitizing and accessing source footage, editing sync and non-sync material, trimming sequences, editing audio, adding effects, creating titles, and outputting work. In the context of a commercial and a short film, the students are exposed to the basics of media theory and development. Students are expected to devote extra time beyond the class meetings editing and shooting film in order to successfully complete this course. (*Semesters 1 and 2; ¼ credit*)

Music Recording Technology (Grades 10-12): This one semester course covers the fundamentals of computer-based music recording, mixing, and production. Using Apple's *Garage Band* software, MIDI controller keyboards, and real instruments and voices students learn to create and manipulate MIDI sequences and digital recordings to create finished compositions. The whole recording process is studied, from concept to production, to give students the tools to capture their musical ideas. Study is independent in nature. The course meets 5 out of 10 classes per two week cycle and additional time in the electronic music classroom may be required to complete assignments. Musical talent or experience with a musical instrument is not required for success in this course. (*Semester Course; ¼ credit*)

Advanced Music Recording Technology (Grades 11-12; Prerequisite: Music Recording Technology): This one semester course expands upon the concepts and skills covered in the introductory course. Using analog and digital studio recording equipment and software students learn advanced techniques in live audio recording and sound reinforcement. Projects include work with large and small ensembles and production of master recordings. Study is independent in nature. The course meets 5 out of 10 classes per two week cycle and additional time in the music studio may be required to complete assignments. (*Semester Course; ¼ credit*)

Communication, Media and Culture (Grades 11-12): This one semester course offers students an opportunity to develop their skills of inquiry and self-expression so that they can better evaluate process, organize, and communicate information gathered from media sources and deconstruct the media that shapes our popular culture. Using examples from advertising, journalism, television, the Internet, and more, students discover how various media can inform, mislead, manipulate, communicate, and influence behavior. We seek to understand not only the surface content of media messages but the deeper and often more important meanings beneath the surface. Students are assessed through workshop projects, essays and paper assignments, as well as group and individual presentations. (*Semesters 1 and 2; ½ credit*)

PHYSICAL EDUCATION AND INTERSCHOLASTIC ATHLETICS

A physical education or interscholastic athletic credit is *required* for students in grades 9, 10, 11, and 12 each trimester in order to graduate. To receive credit, a student must attend and participate in a minimum of 80% of the classes every term. Assessments and daily grading are based on a rubric that addresses 3 areas:

- Application of fitness concepts
- Application of movement concepts
- Application of personal & social responsibility

Students who fail to meet this requirement will not receive credit and will be required to complete their physical education requirement in the summer.

The philosophy of the program is to promote sound principles of physical, social, and psychological development through well-organized physical education and dance classes as well as interscholastic athletics. The curriculum stresses the importance of maintaining an active and healthy lifestyle through a variety of leisure time activities as well as an exposure to the more conventional team activities. Wellness concepts are included in the curriculum to help students develop habits and skills that contribute to overall physical and mental well being.

**Participation on a team sport or in the winter weight training and conditioning programs after school, satisfies a student's physical education requirement for that season.*

Physical Education Curriculum

9th – Personal Fitness

Strength & Conditioning

Cardio-fitness training

Flexibility & strengthening

10th – Sport Education

11th/12th – Electives

Sport Education

Cardio-fitness

Weight training

Dance

Yoga

Boys Team Sports (JV = Junior Varsity, V = Varsity)

JV and V Baseball

JV and V Basketball

V Crew

V Cross Country

JV and V Football

V Golf

JV and V Lacrosse

JV and V Soccer

JV and V Tennis

V Indoor and V Outdoor Track

Girls Team Sports (JV = Junior Varsity, V = Varsity)

JV and V Basketball

V Cheerleading

V Crew

V Cross Country

JV and V Field Hockey

JV and V Lacrosse

JV and V Soccer

JV and V Softball

JV and V Tennis

V Indoor and Outdoor Track

Dance I and II Dance is a strong choice for students who enjoy movement and are interested in learning more. Students with a love of dance are welcome, whatever their background in technique. (Ballet Jazz, Tap, Lyrical, Hip Hop, Street, etc.) Students will come together to learn more about the body in motion and the creative process. These classes may be applied to either PE or Art requirements. (Full Year; 1/2 credit)

Advanced Expressions in Dance I/II (*Prerequisite: Dance I and II or department approval*) Advanced Expressions in Dance may be taken for two years. The class is an intense study in technical and choreographic skills. Students develop a personal creative process, choreograph, and learn repertoire. This course may be applied to either PE or Art requirements. (Full Year; 1/2 credit)

HEALTH

Health Concepts (*Required Grade 9*)

This semester course is designed to give factual information related to current health concerns. Topics such as alcohol/drugs, their use and abuse, reproduction, birth control, nutrition, and mental health are covered. The focus of class discussion is the psychology of young adulthood and dealing with healthy decision-making.

Critical Health Issues (*Required Grade 11*)

This term course focuses on critical health issues confronting today's young adult. Through the use of the text, films, and class discussions, the goal is to develop positive decision-making skills. Guest lecturers from community agencies are invited to speak from time to time.

Overnight Experiences

Fees are associated with each of these trips. Please refer to the fee schedule included in the enrollment packet.

Outdoor Education Trip This required ninth grade trip provides a social experience in an outdoor education environment. Students participate in backpacking, canoeing, climbing and overnight camping on a three or four-day trip with Friends Academy teachers. This trip also provides an opportunity for the many new entering students to meet new friends and begin to transition socially to their class.

The Youth Service Opportunities Project (YSOP) For this required tenth grade trip, students spend an afternoon and a full day in volunteer work helping people who are poor, hungry and homeless. Each Workcamp brings 25-50 students together to serve homeless and hungry people in various settings. By spending time away from home without the distraction of friends, TV or family, participants can focus their attention on service to others. Each Workcamp is guided by two YSOP Workcamp Leaders who are responsible for the content sessions and supervision of the Workcamps. Students are chaperoned by Friends Academy faculty members.

Washington, DC Trip This required eleventh grade trip provides the students an opportunity to connect what they are learning in their courses (American Literature and History) with a visit to the nation's capitol. The History and English departments developed a unique and exciting itinerary for the junior class. They have an opportunity to see a play, visit historic sites in D.C. as well as Mt. Vernon, and begin to do some on-site research for a required assignment. This trip also provides the opportunity for students to bond as a class.

Senior Retreat Seniors spend one overnight and a full day at Camp DeWolfe in Wading River, L.I. within the first week of school in September. The senior class advisors plan activities and discussions to help seniors focus on their upcoming year. The students spend time reflecting on goals for their senior year and begin planning senior fundraising events. The retreat site has a beach, pool and fields to allow for recreation time as well. This trip serves as a bonding experience for the class and advisors.

Other Programs

Driver Education Students age 16 and over may elect to take Driver Education at Friends Academy. The course is offered twice during the academic year, contingent on sufficient interest. Announcements are made concerning sign-up for Driver Education. Anyone wishing to take this course must have a NY State permit at the start of the program. Since enrollment is limited, students with earliest birth dates are given preference. There is a fee for this course. See Upper School Assistant to Principal for registration information and cost.

Independent Study for Grades 11 and 12 Students wishing to conduct an independent study must complete an Independent Study Application and submit it to the Principal at least one month before the start of the term in which the independent study will be conducted. The description of the project should be thorough and detailed, including a timeline, a list of work to be completed, and means of assessing the student's performance and learning. A faculty sponsor who has agreed to support the project must sign the application. The student will be asked to present his or her independent study proposal to the Upper School department heads committee, which will make a recommendation regarding approval to the Principal.

Textbook Ordering Procedures

You are responsible for ensuring that your child has the books he or she needs at the start of the year. By law, your school district is obligated to provide a limited supply of textbooks to students residing in the district, according to per-student budget allocations, even if they attend non-public schools; however, procedures vary widely among districts. **Please read the following textbook ordering guidelines carefully**. Booklists should be available in late March. If you have any questions pertaining to textbooks, please contact our textbook coordinator, Melissa Slotnick at 516 393-4202 or email her at Melissa_Slotnick@fa.org.

Should you wish to purchase books on your own or you are unable to acquire certain books through your district, you may purchase books through our school bookstore or find other sources that suit your needs. When purchasing books, **please be sure to buy the editions listed on the school booklist using the ISBNs provided**.

Suffolk County

ALL DISTRICTS: Suffolk County districts are following the procedures they have used in the past. Complete the appropriate book order form, have it signed by your division principal or designate, and bring the form to the school bookstore or the receptionist's desk in Frost Hall. We will send the forms in for you. The central book office requests that book orders be submitted by May 15th. They will order those books that meet budgetary guidelines, and you will be able to pick the books up when they arrive at the central book office. If certain books will not be supplied (Suffolk County will not supply paperback novels, for instance), you will be responsible for purchasing them on your own.

Nassau County

FAMILIES RESIDING IN ALL DISTRICTS WITH THE EXCEPTION OF HEMPSTEAD, HICKSVILLE, FARMINGDALE, OCEANSIDE AND SEWANHAKA:

Families other than those in the above five districts will receive their textbooks through Friends Academy via a centralized supplier run by Nassau BOCES, called *Textbook Central*. With this system, we submit a single order to *Textbook Central*, receive the books during the summer, and then distribute them to their students. Consequently, **if you reside in one of these districts, you do not need to do anything regarding your child's book order**. We will submit an order based on your child's schedule and will provide an opportunity for your child to pick up his or her books before the beginning of the school year. When we learn of which books, if any, will not be provided by the districts represented by *Textbook Central*, we will notify you so you can purchase the books on your own. **Please be aware that you are responsible for ensuring that your child has any books not provided by *Textbook Central* at the start of the year.**

IMPORTANT:

Students and their families are responsible for the return of all textbooks and non-consumable books at the end of the school year. Students are not permitted to write or highlight in these books. Student accounts will be charged for any missing and damaged books.

Students who change their schedules after the book order has been submitted to Textbook Central in the middle of June will not be guaranteed books for their new courses or may be delayed in arriving at school.

FAMILIES RESIDING IN HEMPSTEAD, HICKSVILLE, FARMINGDALE, OCEANSIDE AND SEWANHAKA:

These districts are following the procedures they have used in the past. You complete the book order form, have it signed by your division principal or designate, and bring the form to your district's textbook office. Districts typically ask that book orders be made by **May 1st or 15th**. The district will order those books that meet its budgetary guidelines, and you will be able to pick the books up at the district office when they arrive. If a district will not supply certain books, you will be responsible for purchasing them on your own. We highly recommend that you call your district directly to confirm deadlines and specific procedures.

New York City Boroughs

Families residing in a borough of New York City may receive some of their textbooks through the New York City school system. Through this program, non-public schools submit a single order to the New York City textbook system, receive the books during the summer, and then distribute them to their students. Typically, families receive very few books through this system due to budgetary constraints and the process is quite cumbersome. We try to provide some books from our inventory for these students. **Please be aware that you are responsible for ensuring that your child has any books not provided by New York City at the start of the year.**

HOW TO OBTAIN TEXTBOOKS DIRECTLY FROM YOUR DISTRICT

NOTE: The following instructions are for those families who will request textbooks directly from their school district offices. Please review the guidelines above for special instructions unique to certain districts. These instructions do not apply to families receiving textbooks through Textbook Central or the New York City school system (see above).

Textbooks provided by school districts are loaned and must be returned to the district at the end of the school year. Students are not allowed to write in or highlight these books. The district will bill you for defaced or lost books.

The procedure for borrowing books from your school district is as follows:

1. Review the textbook list found on the FA website and identify the books required for your courses. Additional copies of the list are available in the Upper School Office, the school bookstore, and the Dean of Faculty's office.
2. Obtain "Textbook Order Forms" from the school book store or the receptionist's desk in Frost Hall. The Principal, Assistant Principal, or divisional Administrative Assistant must sign these forms to authorize your selections.
3. Fill out the forms completely using all of the information on your book list.
4. On or before your district's deadline, you must bring these forms to the Textbook Coordinator of your school district. We recommend that you contact your district to confirm specific procedures as deadlines may vary. The district will order the books and notify you when they arrive. If you order late and your books do not arrive by the start of school, you will be expected to purchase your books from the Friends Academy Campus Store. ***It is your responsibility to have your books when school begins.***

The Friends Academy bookstore will open at least a week before school begins. We will carry all books listed on the following book lists.

Please call our textbook coordinator, Melissa Slotnick, at 516-393-4202 or email her at Melissa_Slotnick@fa.org if you have any questions about obtaining textbooks.