



SANDY SPRING FRIENDS SCHOOL



UPPER SCHOOL CURRICULUM GUIDE

2019-2020

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Curriculum Planning Guide

General Information

Upper School Faculty & Staff, 2019-2020

ADMINISTRATIVE STAFF

Thomas Gibian
Head of School
B.A. College of Wooster, OH
M.B.A. Wharton School of the University of Pennsylvania

David Hickson
Assistant Head of School for Academic Innovation
B.A. Oberlin College, OH
M.Ed. Arcadia University, PA

Jonathan Oglesbee
Head of Middle School
B.M. Indiana University
M.Div. Pittsburgh Theological Seminary, PA

Rasha El-Haggan
Upper School Academic Dean
B.A. University of Maryland, Baltimore
M.A. Johns Hopkins University, MD

Chris Miller
Director of College Counseling
B.A. Oberlin College, OH
M.S.Ed University of Pennsylvania

Candice Ashton
Associate Director of College Counseling
B.A. University of Maryland at College Park, MD

Ben McClellan
Dean of Students, 11th Grade Dean
B.A. Hamilton College, NY

Meredith Shankle
Upper School Program Coordinator and Registrar
B.L.S. Boston University, MA

Kerry Foley
Upper School Administrative Assistant/Receptionist
B.A. University of Massachusetts, Amherst

Sunshine Klein
Experiential Education Coordinator
B.A. Juniata College, PA

ADMISSIONS

Tony McCudden
Director of Enrollment Management (Grades 6-12, Day)
B.Ed. University of Melbourne, Australia
M.A. College of Notre Dame, MD

Bill Mena
Director of International and Boarding Admission
B.A. Stony Brook University, NY
M.A. Gonzaga University, WA

BOARDING STAFF

Bill Mena
Director of Boarding & Host Family Program
B.A. Stony Brook University, NY
M.A. Gonzaga University, WA

John Fahey
Assistant Director of Boarding
B.S. Endicott College, MA

Meghan Cassidy
Counselor for Boarding & Student Affairs
B.A. Earlham College, IN
M.S.W. University of Pennsylvania

Wallace Cooper
Boarding Staff
B.S. North Carolina Central University, NC
M.S. North Carolina Central University, NC

Alison Cheetham
Boarding Staff/Activities Coordinator
GNVQ Newcastle College, UK

Cole Keane
Boarding Staff/Weekends
B.A. University at Albany, NY

Khadijatu Rahim
Boarding Staff
B.A. Virginia State University, VA
M.Ed. Liberty University, VA

Holly White
Boarding Staff
B.A. University of Wisconsin

Upper Faculty & Staff, 2019-2020

UPPER SCHOOL TEACHING FACULTY

Keith Adams

Music

B.A. McDaniel College, MD

M.M. Towson University, MD

Julie Borsetti

Arts

B.A. Towson University, MD

M.A. University of Portland, OR

Brian Brubaker

International Student Program

B.A. Goshen College, IN

M.A. University of Pittsburgh, PA

Ph.D. University of Pittsburgh, PA

Scott Carneal

English (Department Head), 10th Grade Dean

B.A. Bowdoin College, ME

Ed. M. Harvard University, MA

Kwame Darko

Mathematics

B.S. Guilford College, NC

Nina Davidson

English

B.A. The College of New Jersey, NJ

M.A. The College of New Jersey, NJ

M.A. Middlebury College's Bread Loaf School of English, VT

Ghislaine DeCock

English

B.A. Catholic University, Louvain

Degree of Licentiate, Catholic University, Louvain

Claire Donahue

ESOL

B.A. Loyola University, MD

M.A. American University, DC

Elizabeth Glabus

History

B.S. Georgetown University, DC

M.A. Georgetown University, DC

Erin Hall

Arts

B.F.A. Pennsylvania State University, PA

M.F.A. San Francisco Art Institute, CA

Kathy Hannah

History (Department Head)

B.A. University of Alberta, Canada

M.A. McGill University, Canada

Cathy Harrison

Global Languages (French)

B.A. Smith College, MA

M.A. Middlebury College, VT

Tom Harrison

Science

B.A. Bowdoin College, ME

M.S. University of Maine

Amy Isaacson

Math/Science

B.A. Goucher College, MD

M.Ed. Goucher College, MD

Sara Jameson

English

B.A. Middlebury College, VT

M.A. University of Oxford, England

Aldona Joseph

Assistant Librarian

B.A. Kenyon College, OH

Adam Keller

Science

B.A. Earlham College, IN

M.A.T. Earlham College, IN

Hannah Kerr '95

Arts (Department Head)

B.F.A. Virginia Commonwealth University

M.F.A. George Washington University, DC

General Information

Upper School Faculty & Staff, 2019-2020

Steff Kerr '89

Mathematics, Head of the 9th Grade Program

B.A. Wesleyan University, CT

Yevgen Kryukov

Math

B.S. Kharkiv National University, Ukraine

M.S. Kharkiv National University, Ukraine

Ph.D. University of Toledo, OH

Michelle Lindner

English

B.A. University of Maine, ME

B.S. University of Maine, ME

Leslie McDonald

Math

B.S. University of Virginia, VA

M.Ed. George Mason University, VA

Johanna Modak '07

Global Languages (Spanish), 9th Grade Program

B.A. Goucher College, MD

Josh Moffatt '02

History, 9th Grade Program

B.A. Wheaton College, MA

M.A.T. University of Maryland

Leah Niepold

Spanish, 12th Grade Dean

B.A. Hamilton College, NY

M.A. Middlebury College, VT

Sherry O'Bara

Science (Department Head)

B.A. Immaculata University, PA

B.A. Immaculata University, PA

M.A. Villanova University, PA

Nancy O'Leary

Mathematics

B.A. College of Notre Dame, MD

M.Ed. Towson University, MD

Wynter Oshiberu

ESOL

B.A. George Washington University, DC

TEFL Certification - Georgetown University, DC

M.A. School for International Training

Lyn Ostrov

Arts

B.F.A. Maryland Institute College of Art

M.F.A. Maryland Institute College of Art

Eduardo Polón

Global Languages (Spanish) (Department Head)

B.A. Western Michigan University

M.A. University of Maryland

Steve Powers

Athletic Director

B.A. University of Maryland

Anne Pulju

English

B.A. University of Virginia, Charlottesville

M.A. Northwestern University, IL

Ph.D. Northwestern University, IL



Upper Faculty & Staff, 2019-2020

Courtney Ring

English

B.A. University of Maryland, Baltimore County, MD

M.A. University of Pennsylvania, PA

James Robb

Global Languages (Spanish and French)

B.A. University of Richmond, VA

Bryan Seith

Music

B.M. Westminster Choir College, NJ

Kieun Song

Arts

B.F.A. Tyler School of Art of Temple University, PA

Sharon Wall

Science

B.A. University of Maryland, Baltimore County

Mao-Tong Wang

History

B.S. University of Maryland, College Park, MD

M.A. University of San Francisco, CA

M.S. Kansas State University, KS

John Wilkinson

Science

B.S. University of Maryland, College Park, MD

Ph.D. California Institute of Integral Studies, CA

TECHNOLOGY/INQUIRY GUIDES

Demetri Orlando

B.A. Hamilton College, NY

B.S. Fitchburg State College, MA

M.S. Johns Hopkins University, MD

Sara Oestreich

B.A. Miami University, OH

M.S.LIS Simmons College, MA

KT Schroeder

B.A. St. Mary's College, MD

M.A.T. Johns Hopkins University, MD

M.L.S. University of College Park, MD

STUDENT SUPPORT SERVICES

Shannon Needham

Learning Specialist

B.A. College of Notre Dame, MD

Nicole Banks, LCPC, NCC

Upper School Counselor

B.A. The College of William and Mary

M.S. Johns Hopkins University, MD

Jenai Bell

Learning Specialist Admin. Assistant & Testing Coordinator

B.A. Catholic University, DC

Lisa Dyer

Registered Nurse

B.A. Sheffield School of Nursing and Midwifery

Andrea Strom

Registered Nurse

B.S. University of Maryland, MD

B.S. Appalachian State University, NC

General Information

Graduation Credit Requirements

To be eligible for graduation from Sandy Spring Friends School, a student must meet all of the following requirements in the Upper School:

- Successful completion of four (4) credits of **English**, with English taken each semester.
 - 9th and 10th grade English placement by Department
 - 11th and 12th – elective courses
- Successful completion of three (3) credits of **History**, including one year of U.S. History.
 - World History I or equivalent
 - World History II or AP World History or equivalent
 - 11th or 12th grade – U.S. History required
- Successful completion of three (3) credits of **Mathematics** in the Upper School, including Algebra II.
 - Student placement is made by the Mathematics Department.
 - Students must complete the math progression through Algebra II at a minimum.
- Successful completion of three (3) credits of **Science**.
 - One credit each of biological science and physical science
- Successful completion of three (3) credits of **Global Language** during high school.
 - Student placement is made by the Global Languages Department.
 - Students must receive a grade of C- (69.5%) or better to advance to the next level of foreign language, unless proof of additional satisfactory work (e.g. summer school) is submitted for validation.
- Successful completion of three (3) credits of **Arts**
 - Arts and Ideas I & II to be taken in 10th, 11th, or 12th grade.
- Successful completion of at least one (1) additional credit as follows:
 - Elective course such as Model UN, Yearbook, or Wildezine OR
 - Additional courses from the above departments.
 - International students must take a half credit Culture & Communication elective course.
- Successful completion of **Physical Education or Athletics** each year as follows:
 - 9th & 10th Grade: 2 physical activities
 - 11th & 12th Grade: 1 physical activity
- Successful completion of **Quakerism** or its equivalent for students entering in the 10th – 12th grades. For students entering the Upper School in ninth grade, the Quakerism requirement is fulfilled as part of the 9th Grade Program.

Course Load Requirements

- **Six Commitments:** Each student is to carry a minimum load of six scheduling commitments (including academic classes, arts classes, and physical education requirements) each semester. Of the six required commitments, it is strongly recommended that five of those commitments be from the English/ESOL, Math, Science, History, and Global Languages departments.
- **Doubling in a Department:** A student must have approval from the appropriate Department Head in order to take more than one course in the same department during the same semester.
- **AP Load Requirement:**
 - **11th and 12th Grade Students:** Students in 11th and 12th grade must have approval from the Academic Dean to take three or more AP courses in the same school year. Students are strongly encouraged to limit their AP courses to no more than three.
 - **10th Grade Students:** Students in 10th grade can take only one AP course. If a student wants to take two AP courses in 10th grade, they must have approval from the Academic Dean.

Community Service Requirement

The purpose of the Community Service Program at Sandy Spring Friends School is to respond to the needs of others and to thereby enrich the school community and the lives of its members. Every Upper School student is expected to perform community service for the broader community as well as service to the School. Community service graduation requirement hours by year/semester of entry at SSFS are as follows:

Grade/Semester of Entry	Community Service Hours Needed	Intercession Hours	Total
9th/Semester 1	80	20	100
9th/Semester 2	69	20	89
10th/Semester 1	62.5	20	82.5
10th/Semester 2	50	20	70
11th/Semester 1	40	20	60
11th/Semester 2	28	20	48
12th/Semester 1	25	20	45

Only community service hours earned in the summer prior to 9th grade and through Upper School may count toward the graduation requirement. The community service requirement must be completed by the end of the first semester of a student's senior year. Additional details about community service may be found in the Community Handbook.



General Information

Intersession

Intersession is a one- to two week period in the spring in which the School's normal routine is interrupted so that all students and faculty can participate in special projects. All Upper School students are required to participate each year. Intersession projects might involve community service, physical activity, arts activity, cultural or informational trips. Costs are not included in the tuition and range from \$0 to more than \$2,000. Students must participate in at least one Service Intersession during their enrollment.

Academic Records

Courses that are taken at educational institutions outside of SSFS are not recorded on SSFS transcripts. An original transcript(s) from the institution is attached to the SSFS transcript. Copies of all high school transcripts are forwarded to transfer schools, colleges, and universities.

Students may earn a maximum of two (2) credits at an accredited educational institution outside SSFS after matriculating at SSFS. Students participating in a semester abroad are exempted from this limitation. An original transcript(s) of courses taken outside SSFS is attached to the student's SSFS transcript.

The cumulative Grade Point Average (GPA) is calculated based on grades earned in courses taken at SSFS. Grades earned outside SSFS are not calculated into the cumulative GPA.



Course Selection Advice From a College Counseling Perspective

To guide students, advisors, and parents in the course selection process, we base the information below on feedback from the 40-plus college representatives who visit Sandy Spring Friends School each fall, along with information we receive from college admissions officers during the reading season as they review our students' applications.

A key point is that course selection decisions should always rely on the needs and interests of the student. Within SSFS, students should choose the courses that interest and appropriately challenge them, and in which they will find academic success, instead of trying to choose what they think colleges may want them to take. SSFS graduation requirements meet general college admissions requirements. However, students should also be aware of the minimum requirements needed for specific programs such as engineering, architecture, nursing, and studio and performing arts. If you meet SSFS graduation requirements, you are well prepared for college. Colleges prefer to see four years of the five "core" courses (English, History, Science, Global Language, and Math). Generally, colleges prioritize focusing on these courses instead of Art or Music. However, if art and/or music is your passion, or you know you will apply to art school or art programs, then you must take as many art courses as possible. Conversely, if you want to be pre-med or study engineering or science, you should definitely take four years of both math and science, to the most advanced levels possible. Work with your advisor and a college counselor to come up with the best plan for you.

The most important factor in college admissions, as you will hear if you attend a college counseling presentation or visit a college, is the student's transcript - both the courses students take and the grades they earn. Colleges want to see, and students should take, a selection of appropriately challenging courses in which students can earn strong grades. "Appropriately challenging" means that a student is learning and growing in the class, while being required to think and struggle a bit - but not being left to drown. "Good grades" generally mean B range or higher. Most colleges, especially the University of Maryland, Georgetown and Johns Hopkins University, strongly disapprove of C grades in the junior year; students should avoid receiving C's as a junior and senior! These three colleges, and many other selective schools, also expect at least three lab sciences, four years of English, completion of at least Calculus, and four years of a Global Language. While some students can be admitted to the most selective colleges without pursuing AP courses, this is the best path to admission to a selective college or university.

All colleges expect students to do the following in high school:

1. Build the broadest and strongest possible academic foundation
2. Take the most challenging courses in their area(s) of strength and interest
3. Address (not avoid) areas of weakness



General Information

TO TAKE THE APs OR NOT TO TAKE THE APs: THAT IS THE QUESTION

Here are some common concerns from advisors, students and parents about taking AP courses, followed by our responses:

- Will taking AP courses strengthen my college application?

Yes, assuming you get good grades (B or higher). Colleges like to see you take the most challenging curriculum available at your school that is appropriate for you. “Appropriate” means that you are challenged in a good way and can complete work well and on time, not that you are run ragged and are having a nervous breakdown! AP scores are not used by colleges in the application process. AP scores can be used at the college where you enroll to request exemption from taking a lower level course if you have a high score (usually a 4 or 5).

- Are there other ways to pursue a rigorous curriculum besides taking AP courses?

Yes, you can take the standard SSFS courses, all of which are designed to prepare students for college and engage you in a stimulating learning process. Students can also consider ways to enrich the learning experience (or to pursue a particular passion) outside of the classroom through an internship, independent project, research program or summer course here at SSFS, at colleges nationwide or abroad.

- Are there students who should not take AP courses?

If you are a three-sport athlete, or are committed to an activity that requires considerable time outside of school year-round (horseback riding, dancing, ice hockey, working, etc.), or generally struggle with time management, or don’t enjoy learning for the sake of learning, taking AP courses might be especially challenging or unfulfilling for you. If you fit one of these scenarios, consider whether you should reduce your commitment to your extracurricular activities, or whether you could change your study habits, or whether taking other courses would be a better choice. This is an individual process--some students can continue all commitments and pick up the additional work of AP courses with no problem, but for most students there is some adjustment. Knowing yourself is the most important part of making this decision!



- Do colleges like AP course X better than AP course Y?

No, colleges don't prefer AP Biology over AP Chemistry or AP US History over AP Environmental Science. However, if you apply to an engineering program, that college will want you to have taken one of the AP science classes offered and/or AP Calculus. If you apply to an art program at a college or to an art college, you should consider taking Advanced Studio Art.

ADDITIONAL COURSE SELECTION INFORMATION

Students should nearly always plan to take five core courses for all four years. But exceptions can happen. Important note on exceptions: The exception is students who really struggle to maintain their grades within the SSFS curriculum, students with a significant, documented learning difference, or students with a focused passion for a specific subject area. If you drop a major course like Math or Global Language, you should speak with a member of the college counseling staff to consider your course options. It is often hard for students to make choices within the curriculum, but there is no "bad" choice. Students should choose a challenging, interesting curriculum, and the college counseling staff will work to find colleges that are the best fit for the student --students shouldn't contort themselves to fit a prospective college's requirements as this may often lead to poor performance in certain classes.

Students should be encouraged to make their own choices and pursue challenges where they are both appropriate and inspiring to the individual student. This is a good time and a safe place for students to experiment with their courses, perhaps making and learning from both good and bad decisions, before going on to higher education. Colleges appreciate the risk taking, but students need to take ownership of their choices and rise to the challenge. One more note about scheduling logistics: within the SSFS curriculum, students may need to make choices. There might be times when, due to a scheduling conflict or availability of a course, students are unable to take their first choice of a class. When this happens, please note the issue, and remind your college counselor to mention it in your counselor college recommendation if it had a significant impact on your transcript. Rest assured that colleges know that these conflicts happen, especially in small private schools like ours.



General Information

SOME POTENTIAL CONCERNS AND FACTORS IN EACH ACADEMIC AREA

- ENGLISH and HISTORY

Students who plan to major in the humanities, or who have a strong interest in the subjects, (history, English, sociology, politics, international relations, philosophy, communications, etc.) should plan on taking the highest level courses offered to them in their specific area of interest- for example, AP English, AP Government and Politics.

- GLOBAL LANGUAGES

SSFS graduation requirement is three years of the same global language. Exemptions must document a language-based learning difference.

No global language in twelfth grade. This choice is problematic if the student is expressing an interest in studying the humanities or social sciences in college.

Students who drop global language should be sure to take challenging courses in other subjects.

Many colleges (such as UVA, Georgetown, Johns Hopkins, for example) require three (preferably four plus) years of the same global language.

Taking the first year of a second global language in the Senior year in addition to continuing the study of their first global language will enhance the student's college application profile if their interest is in the humanities or social sciences.

- MATHEMATICS

No math in the senior year. Generally, college-bound students should plan to take four years of math. Though SSFS only requires 3 years of math for graduation, many colleges prefer to see four years of math on a student's transcript. For weaker math students, not taking math senior year could be an option but it is an issue to examine carefully with your advisor, considering the recommendation of the math department.

Colleges expect that capable math students complete at least pre-calculus, especially those expressing an interest in analytical fields of study in college (math, science, psychology, ecology, environmental science, engineering, computer science, architecture, pre-med). Prospective engineers should plan to take the most challenging math curriculum available (ideally AP Calculus) and our engineering course.

- SCIENCE

Colleges expect that students have taken at least three years of laboratory science during high school. Not all science courses at SSFS are considered a laboratory science. See science course descriptions. Students are encouraged to take biology, chemistry and an additional lab science as their three science courses. Students who plan to major in a science-related field or who have a strong interest in science, should plan to take biology, chemistry and physics.

If a student wants to be on the pre-med track or study engineering or science in college, then a student should definitely take four years of both math and science, including calculus and physics, to the most advanced levels possible. If you do not plan on pursuing the areas of study mentioned above, then you may not need to take certain courses, such as physics or calculus. Work with your advisor and a college.

- VISUAL and PERFORMING ARTS

Students considering a studio art and/or performing arts program in college, should plan to take the highest level course offered in their specific area of interest. If the student plans to apply to a BFA or other professional arts/performance programs, which include BA and BS degrees in a wide variety of subjects, Studio Art and Performing Arts courses should be a priority.

THE TOP TEN TIPS FOR COURSE REGISTRATION FROM THE LENS OF COLLEGE COUNSELING

- SSFS recommends that students take five “core” academic courses, an elective and a study hall each year. The “Core” academic subject areas are English, History, Math, Science and Global Languages. Students with a talent and interest in studio art, music and/or theatre are recommended to take a class in those areas each year. If you drop a “core” subject, we recommend that you double up in another “core” subject area.
- If possible, students should attempt to take the most advanced level courses available in subject areas that are strengths. Students should talk to their teachers, advisor, and college counselor to determine what those choices are.
- Students cannot take more than three AP courses per year without approval.
- Certain AP classes may be pursued after taking the introductory course in that discipline, whereas with other courses students should choose between the standard level and AP level. For example, students may take Chemistry one year and AP Chemistry the next year.
- SSFS recommends that students reach the fourth level in global language and math.
- Students must be ready to ask two teachers for a letter of recommendation at the end of junior year. With few exceptions, colleges require that letter-writers be from “core” academic disciplines (such as English, History and Social Science, Math, Science, Global Languages)
- Please note: students interested in studying studio or performing arts in college should have (and in some cases will be required to have) a recommendation from a teacher within those disciplines.
- Students who are considering competing as a Division I or Division II Varsity athlete need to register with the NCAA Clearinghouse to verify their academic eligibility.





English

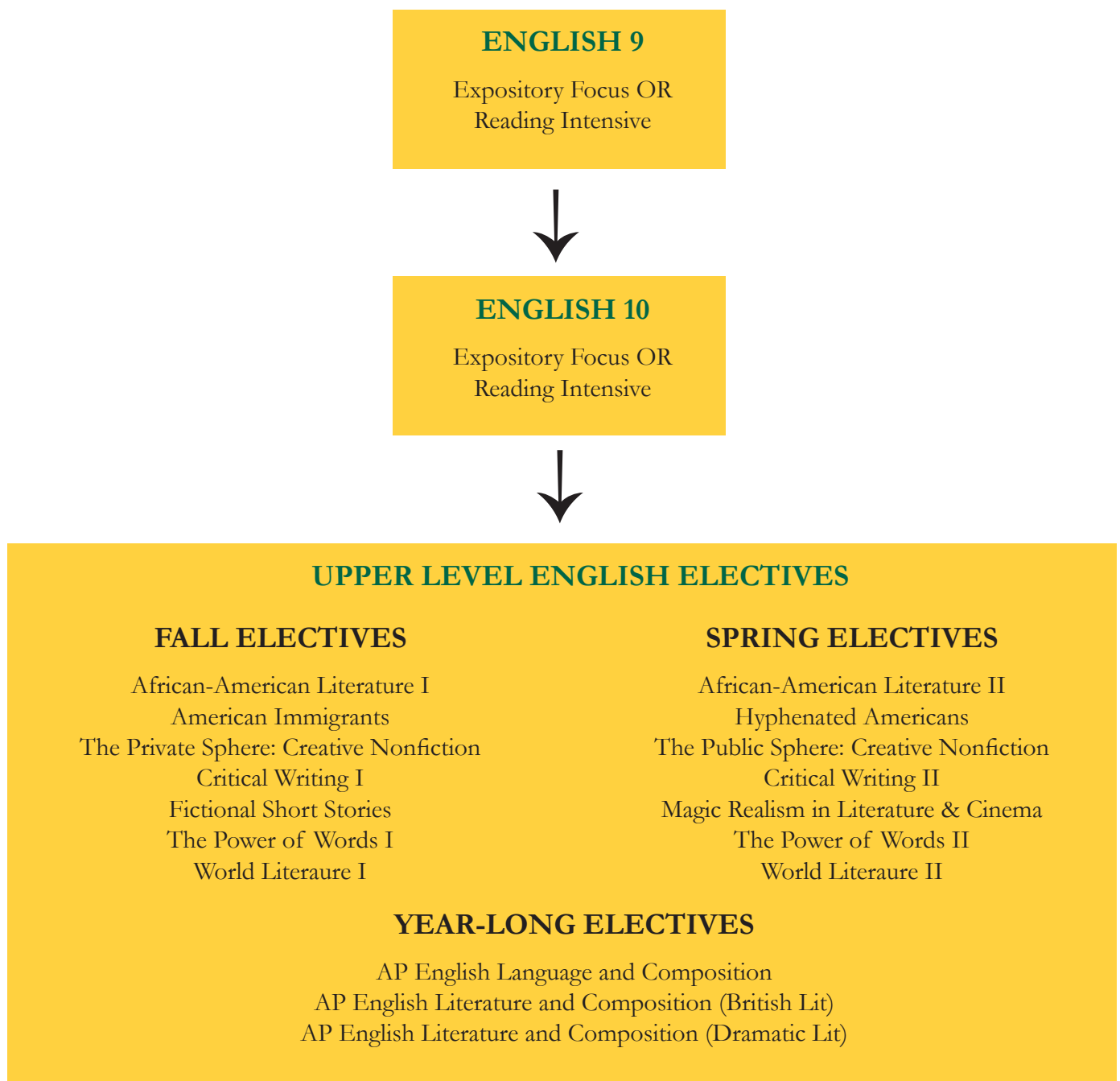




English Courses

Ninth Grade English is required of all ninth-grade students, and Tenth Grade English is required of all tenth-grade students. Courses for juniors and seniors are semester-length courses, except AP courses. English is required during each of the four years of high school.

Suggested Sequence of English Classes



Full-Year English Courses: 9th and 10th Grade

Course Title

Course Summary

1 Credit

NINTH GRADE ENGLISH (Reading Intensive)

The theme of ninth-grade English is “unmasking identity.” Self-discovery through literature inspires students to ask questions of themselves as they read about characters searching for who they are and what they stand for. We explore this theme through the study of different literary genres (novels, short stories, essays, drama, and poetry). Group discussions are an important component of this course. We focus on developing strong paragraphs and on the process of writing and revising the 5-paragraph essay, personal narratives, poetry, research papers, and play adaptations. Placement into a 9th grade English course will be made by members of the English Department.

Texts studied in the past have included:

- *Life of Pi* – Yann Martel
- *Brighton Beach Memoirs* – Neil Simon
- *Miriam's Song* – Miriam Mathabane
- *Romeo and Juliet* – William Shakespeare
- *A Long Way Gone: Memoirs of a Boy Soldier* – Ishmael Beah
- *The Secret Life of Bees* – Sue Monk Kidd
- *Jane Eyre* – Charlotte Brontë
- Selected short stories/essays/poetry

Course Title

Course Summary

1 Credit

NINTH GRADE ENGLISH (Expository Focus)

This course will focus on the same literature and themes of the 9th Grade English Reading Intensive course; however, significant amount of additional time and teacher support will be devoted to developing basic essay writing skills through the writing process. We will explore the theme of unmasking identity through the study of different literary genres (novels, short stories, essays, drama, and poetry). Group discussions are an important component of this course. We focus on developing strong paragraphs and on the process of writing and revising the 5-paragraph essay, personal narratives, poetry, research papers, and play adaptations. Placement into a 9th grade English course will be made by members of the English Department.

Texts studied in the past have included:

- *Life of Pi* – Yann Martel
- *Romeo and Juliet* – William Shakespeare
- *The Secret Life of Bees* – Sue Monk Kidd
- *Jane Eyre* – Charlotte Brontë
- Selected short stories/essays/poetry

Course Title*Course Summary*

1 Credit

TENTH GRADE ENGLISH (Reading Intensive)

This is a course that traces the foundations of World and Western Literature, exploring how ancient Mesopotamian, Greek, Biblical, Native American, and Middle Eastern myths engage with enduring questions about human nature and the role of storytelling. The first semester will focus on an exploration of myths and stories from the Near East, Americas, and Greece. During the second semester, we will turn to the Western canon, delving into The Bible and Hamlet and culminating in an exploration of the connections between Chinese Myth and American identity. The second semester will also include a full-scale research project. Special emphasis is given to the relationship between story and society, the interaction between form and meaning, and to tracing universal narratives. Placement into a 10th grade English course will be made by members of the English Department.

Representative texts include:

- *The Epic of Gilgamesh*
- *Arabian Nights*
- Native American Myths and Legands
- *The Bible: Genesis and Mark*
- *Hamlet* - William Shakespeare
- *American Born Chinese* Wine



Course Title*Course Summary**1 Credit***TENTH GRADE ENGLISH (Expository Focus)**

This course will focus on the same literature and themes of the 10th Grade English Reading Intensive course; however, a significant amount of additional time and teacher support through the writing process will be devoted to developing mature syntax and the 2-3 page critical essay. This is a course that traces the foundations of World and Western Literature, exploring how ancient Mesopotamian, Greek, Biblical, Native American, and Middle Eastern myths engage with enduring questions about human nature and the role of storytelling. The first semester will focus on an exploration of myths and stories from the Near East, Americas, and Greece. In the second semester, we will turn to the Western canon, delving into *The Bible* and *Hamlet* and culminating in an exploration of the connections between Chinese Myth and American identity. The second semester will also include a full-scale research project. Special emphasis is given to the relationship between story and society, the interaction between form and meaning, and to tracing universal narratives. Composition instruction is focused on the development of writing skills in exposition, interpretation, and argument. Placement into a 10th grade English course will be made in consultation with the student and the English Department.

Representative texts include:

- *The Epic of Gilgamesh*
- *Arabian Nights*
- Native American Myths and Legends
- *The Odyssey*
- *The Bible: Genesis and Mark*
- *Hamlet* – William Shakespeare
- *American Born Chinese*



Full-Year English Courses: 11th and 12th Grade

Course Title

Course Summary

1 Credit

Prerequisite: Students who are eligible for this course should be excellent students in English and have an outstanding work ethic. Also, they will need to be recommended by their previous English teacher and the department head.

AP ENGLISH LITERATURE & COMPOSITION: British Literature

In this course, 11th and 12th grade students will investigate major texts and themes of British literature, beginning with classic writers like Shakespeare and Wordsworth and moving into modern literature written in the U.K. and its former colonies. In the fall semester, we will explore the foundations of modern British literature, studying classic poetry, novels, and plays. In the spring semester, we will focus on modern British and postcolonial literature, reading several works that build on the foundations laid in the first semester and provide commentary on that tradition. Students will write in a variety of modes for a variety of purposes, developing concise, evidence-driven arguments and thinking critically about language, both their own language and that in the works we read. All students taking this course must take the AP Exam in May, unless they've taken the exam previously.

NOTE: Students may opt to take either AP English Literature and Composition (British Literature) OR AP English Literature and Composition (Dramatic). Students may not take both classes.

Major writers may include:

- William Wordsworth
- William Butler Yeats
- William Shakespeare
- Aphra Behn
- Charlotte Brontë
- Jane Austen
- Virginia Woolf
- James Joyce
- Joseph Conrad

Course Title

Course Summary

1 Credit

Prerequisite: Students who are eligible for this course should be excellent students in English and have an outstanding work ethic. Also, they will need to be recommended by their previous English teacher and the department head.

AP ENGLISH LITERATURE & COMPOSITION: Dramatic Literature

The class will read many of the great classic and contemporary playwrights; there will be an emphasis on realism and tragedy early in the year, and then we will focus on playwrights who make us laugh. Students will write many essays, including analytical and personal reaction papers. When appropriate, we will attend professional play productions. All students taking this course must take the AP Exam in May, unless they've taken the exam previously.

NOTE: Students may opt to take either AP English Literature and Composition (British Literature) OR AP English Literature and Composition (Dramatic). Students may not take both classes.

The curriculum may include plays by:

- Tennessee Williams
- Peter Shaffer
- William Shakespeare
- August Wilson
- Oscar Wilde
- David Mamet
- Thornton Wilder

Course Title*Course Summary**1 Credit*

Prerequisite: Students who are eligible for this course should be excellent students in English and have an outstanding work ethic. Also, they will need to be recommended by their previous English teacher and the department head.

AP ENGLISH LANGUAGE AND COMPOSITION

From advertisements to traffic signs, editorials to songs, we are surrounded by arguments. The focus of this course is on those arguments, or rhetoric, at work in classic and contemporary texts. Students will learn to recognize the variety of rhetorical modes and persuasive strategies used in visual and language-based texts, to evaluate the effectiveness of these rhetorical moves, and to master and employ those strategies in their own writing. This course's expectations, pace, and subject matter are equivalent to a first-year college composition class. Students considering this course should be prepared for frequent and challenging reading and writing assignments, independent reading and research projects, and focused work in refining elements of writing such as organization, clarity, style, and mechanics. All students taking this course must take the AP Exam in May.

NOTE: Students considering taking an AP class should consider taking this course before taking AP English Literature & Composition.

1st Semester English Courses: Grades 11 and 12

Course Title*Course Summary**0.5 Credit***AFRICAN-AMERICAN LITERATURE I**

In this course, we'll study the manifold contributions of African Americans to the world of literature and art. From Frederick Douglass to Martin Luther King, from Toni Morrison to Ta-Nehisi Coates, and from James Baldwin to Octavia Butler, we'll examine the voices and themes that have articulated the African American experience and impacted American culture as a whole. Our texts will span all genres: action, drama, poetry, music, nonfiction, visual art, and film. Following the organizing principle of the National Museum of African American History and Culture, the first semester will focus on the history of being black in America and the second semester on artistic contributions to American culture. Students will respond and interpret via class discussion, presentations, and formal and informal writing, with an overall goal of refining the analytical essay.

Representative texts may include:

- *Narrative of the Life of Frederick Douglass*
- *Kindred* – Octavia Butler
- Essays by Washington, DuBois, King, Hurston, Baldwin, Malcolm X, Coates, and Garza
- *A Raisin in the Sun* – Lorraine Hansberry
- *Between the World and Me* – Ta-Nehisi Coates

Course Title

Course Summary

0.5 Credit

AMERICAN IMMIGRANTS

From its inception, our nation has claimed to welcome immigrants, as George Washington once wrote, “The bosom of America is open to receive not only the opulent and respected stranger, but the oppressed and persecuted of all nations and religions; whom we shall welcome to a participation of all our rights and privileges.” Still, the question of who deserves citizenship, and how we should treat new Americans, provokes bitter debates. The idea of America has signified refuge and opportunity for millions around the world, but what happens when immigrants arrive and begin to make a life here? What are the stories and memories that they carry from their home countries? How does one become American? Through a variety of genres, settings, and identity groups, this course will explore the literature that emerges from the experience of new Americans.

Texts may include:

- *Americanah* – Chimamanda Ngozi Adichie
- *The Jungle* – Upton Sinclair
- *Dropsie Avenue* – Will Eisner
- *Typical American* – Gish Jen
- *The Reluctant Fundamentalist* – Moshin Hamid

Course Title

Course Summary

0.5 Credit

THE PRIVATE SPHERE: CREATIVE NONFICTION I

In this course, students will explore nonfiction in many of its creative variations. The first semester will focus on the “private sphere” of nonfiction, exploring forms such as memoir and personal narrative, as well as lyric and argumentative essays. Students will analyze writing as a way to explore the self, derive universal truths from personal experience, and explore intersections between the personal and the political. Students will be exposed to a range of dynamic voices and experiences charged by political activism or animated with self-deprecating humor. Students will compose an assortment of reflections and essays. There will also be a strong creative component to the course, applying the modeled literary devices, characterization, and narrative strategies to students’ own original work.

Authors may include:

- Richard Rodriguez
- Annie Dillard
- Joan Didion
- Dave Eggers
- Ta-Nehisi Coates
- Selections from Marjane Satrapi’s *Persepolis*, James Baldwin’s *Notes of a Native Son*, Virginia Woolf’s *A Room of One’s Own*, and David Sedaris’s *Me Talk Pretty One Day*

Course Title*Course Summary**0.5 Credit***CRITICAL WRITING I**

In this course, students learn to write expository prose, with a particular focus on the literary analytic essay. Expository prose is a form of writing common in academia in which the writer conveys information, explains things to the reader, and may also form an argument. Writing instruction includes standard grammar lessons, as well as lessons devoted to more “global” writing concerns, such as essay organization. Critical Writing students also practice essential literary analysis and close reading skills. The Critical Writing curriculum contains literature from a variety of time periods and genres, meaning that students will be exposed to a wide range of diverse writing styles.

Possible texts may include:

- *Divergent* – Veronica Roth
- *The Handmaid’s Tale* – Margaret Atwood

Course Title*Course Summary**0.5 Credit***FICTIONAL SHORT STORIES**

In literature, the form of a work fundamentally shapes and governs how the story is told. In this course, we will explore a variety of forms including short story, one-act plays, and screenplays. We’ll study celebrated and emerging masters of the short story genre, exploring how their writing has served as inspiration for playwrights and screenwriters. While students will continually write essays and learn grammar and aspects of style, the focus of this course is on analyzing and ultimately replicating the craft that various authors use, with students eventually producing short stories, one-act plays, and short screenplays.

Students will read selections from the following:

- J.D. Salinger
- Flannery O’Connor
- Raymond Carver
- Karen Russell
- ZZ Packer
- Manuel Gonzales
- Tobias Wolff
- George Saunders
- Sundance Screenplay Award Winner



Course Title

Course Summary

0.5 Credit

THE POWER OF WORDS I

Words can wound; words can heal. In this course, students will discover the power of language as an agent for personal growth. We will study how writers use their voice as social commentary to create empathy and inspire action. Students will read a variety of novels, speeches, plays, and poetry. We will write in various genres including analytical essays, personal responses, and our own speeches.

Major writers may include:

- Audre Lorde
- Mary Wollstonecraft
- Albert Camus
- Victor Hugo
- Toni Morrison
- Brene Brown
- Anne Lamott

Course Title

Course Summary

0.5 Credit

WORLD LITERATURE I

What is a hero? The world is full of heroes, but the reasons that certain people or characters become heroes can vary widely between cultures. In this course, we will look at foundational myths from diverse world societies in relation to cultural values, exploring the ways heroic stories not only reflect but also influence the development of beliefs and practices about faith, families, love, and war. Stories read in previous semesters have come from India, Iceland, Japan, Mali, China, Indigenous Australia, and England. Students develop their own critical arguments through discussion, creative projects, and formal essays.

Texts may include:

- *The Ramayana*
- *The Saga of the Volsungs*
- *The Butterfly Lovers*
- *Bakaridjan Kone*
- *Henry V* – William Shakespeare



2nd Semester English Courses: Grades 11 and 12

Course Title

Course Summary

0.5 Credit

AFRICAN-AMERICAN LITERATURE II

In this course, we'll study the manifold contributions of African Americans to the world of literature and art. From Frederick Douglass to Martin Luther King, from Toni Morrison to Ta-Nehisi Coates, and from James Baldwin to Octavia Butler, we'll examine the voices and themes that have articulated the African American experience and impacted American culture as a whole. Our texts will span all genres: fiction, drama, poetry, music, nonfiction, visual art, and film. Following the organizing principle of the National Museum of African American History and Culture, the first semester will focus on the history of being black in America and the second semester on artistic contributions to American culture. Students will respond and interpret via class discussion, presentations, and formal and informal writing, with an overall goal of refining the analytical essay.

Representative texts may include:

- *Quicksand* – Nella Larsen
- *Moonlight* – Barry Jenkins
- Short fiction: Walker, Baldwin, Packer, Hurston, Wright, and Adichie
- Selected poetry and music

Course Title

Course Summary

0.5 Credit

HYPHENATED AMERICANS

The term “Hyphenated American” describes anyone whose identity incorporates additional national, regional, or ethnic heritage. It also refers to second-generation Americans or the children of immigrants. Most Americans are hyphenated in some sense or another, yet Theodore Roosevelt once remarked, “The only man who is a good American is the man who is an American and nothing else.” What does it mean to be a hyphenated American, and what might it mean to be “an American and nothing else”? Through a variety of genres, settings, and identity groups, this course will explore the literature that emerges from writers who confront America's legacy of mixing, melting, migrating, and ultimately forging a double identity.

Possible texts include:

- *The Namesake* – Jhumpa Lahiri
- *Everything I Never Told You* – Celeste Ng
- *The Brief Wondrous Life of Oscar Wao* – Junot Diaz
- *The Joy Luck Club* – Amy Tan
- *How the Garcia Girls Lost their Accents* – Julia Alvarez

Course Title

Course Summary

0.5 Credit

THE PUBLIC SPHERE: CREATIVE NONFICTION II

In this course, students will explore and examine the genre of nonfiction in many of its creative forms. The second semester will focus on the “public sphere” of nonfiction, analyzing how authors capture and explore the external world through nature writing, travel narratives, and the genre of literary journalism. Students will examine how writers take observations and facts - be it an encounter with a wild animal, riding a train through a foreign country, or the norms of eating habits - and turn them into powerful, descriptive narratives that help readers question, reflect, and appreciate the world around them in new ways. Students will compose an assortment of critical writing reflections and essays; however, there will also be a strong creative component to the course. Students, too, will become masters of observation, drawing truths about the world from nature, through their Intersession travel experience, and in researching current events. Students will apply these modeled writing techniques to enrich their own original work.

Authors may include:

- Alain de Botton
- Bill Bryson
- Wendell Berry
- Annie Dillard
- Oliver Sacks
- John McPhee
- Selections from Zadie Smith’s *Feel Free*, Luis Alberto Urrea’s *The Devil’s Highway*, David Foster Wallace’s *Consider the Lobster*, and Truman Capote’s *In Cold Blood*

Course Title

Course Summary

0.5 Credit

CRITICAL WRITING II

This course is a continuation of Critical Writing I. In Critical Writing, students learn to write expository prose, with a particular focus on the literary analytic essay. Expository prose is a form of writing common in academia, in which the writer conveys information, explains things to the reader, and may also form an argument. Writing instruction includes standard grammar lessons, as well as lessons devoted to more “global” writing concerns, such as essay organization. Critical Writing students also practice essential literary analysis and close reading skills. The Critical Writing curriculum contains literature from a variety of time periods and genres, meaning that students will be exposed to a wide range of diverse writing styles.

Possible texts may include

- *The Book Thief* – Markus Zusak
- *The Taming of the Shrew* – William Shakespeare
- *Vinegar Girl* – Anne Tyler



Course Title*Course Summary**0.5 Credit***MAGIC REALISM IN LITERATURE AND CINEMA**

This course is designed for students who are interested in literature, film, multiculturalism, and the Americas. The class will read fantastic literature from Southern America, South America, and Sweden by such masters of prose as Gabriel García Márquez and Ingmar Bergman. Although this is primarily a literature class, it also considers the social, historical, and artistic contexts of the texts studied. We will explore the roots of Magic Realism, and contemporary film adaptations of masterpieces will complement the reading and will be critically evaluated.

Texts may include novels/short stories written by:

- *Screenplays* – Ingmar Bergman
- Gabriel García Márquez – short stories
- *Like Water for Chocolate* – Laura Esquivel
- *Swamplandia* – Karen Russell
- *Chocolat* – Joanne Harris
- *Pan's Labyrinth (El Laberinto del Fauno)* – Guillermo del Toro
- *Juicy and Delicious* – Lucy Alibar
- *Beasts of the Southern Wild* – Lucy Alibar and Benh Zeitlin

Course Title*Course Summary**0.5 Credit***THE POWER OF WORDS II**

We will continue to explore the power of words with an emphasis on transformation through suffering. We will read autobiographical works, letters, journals, and poetry to guide our understanding of how challenges can become tools for personal growth. We will write in various genres including analytical essays, personal responses, and our own autobiographical contributions.

Major writers may include:

- Maya Angelou
- Nelson Mandela
- Ralph Waldo Emerson
- Jean Dominique Bauby
- Anne Frank
- Ernest Hemingway
- Michelle Obama

Course Title*Course Summary**0.5 Credit***WORLD LITERATURE II**

The second World Literature course explores diverse literary texts from the nineteenth century through the present day, asking how and why literature circulates around the globe. How do people approach writing from other societies? Why are certain writers heralded as universally great? How are our personal reactions to literature formed, and how does literature help to form our globalizing world? Readings include comedy, tragedy, and poetry of all descriptions – sometimes all within one work! Students will develop their own argument and writing skills through discussion, critical responses, creative projects, and a research-based essay.

Texts may include:

- *Four Stories* – Nikolai Gogol
- *Things Fall Apart* – Chinua Achebe
- *Waiting for Godot* – Samuel Beckett
- *Gitanjali* – Rabindranath Tagore
- Poetry of Gabriela Mistral, William Butler Yeats, and Derek Walcott



History





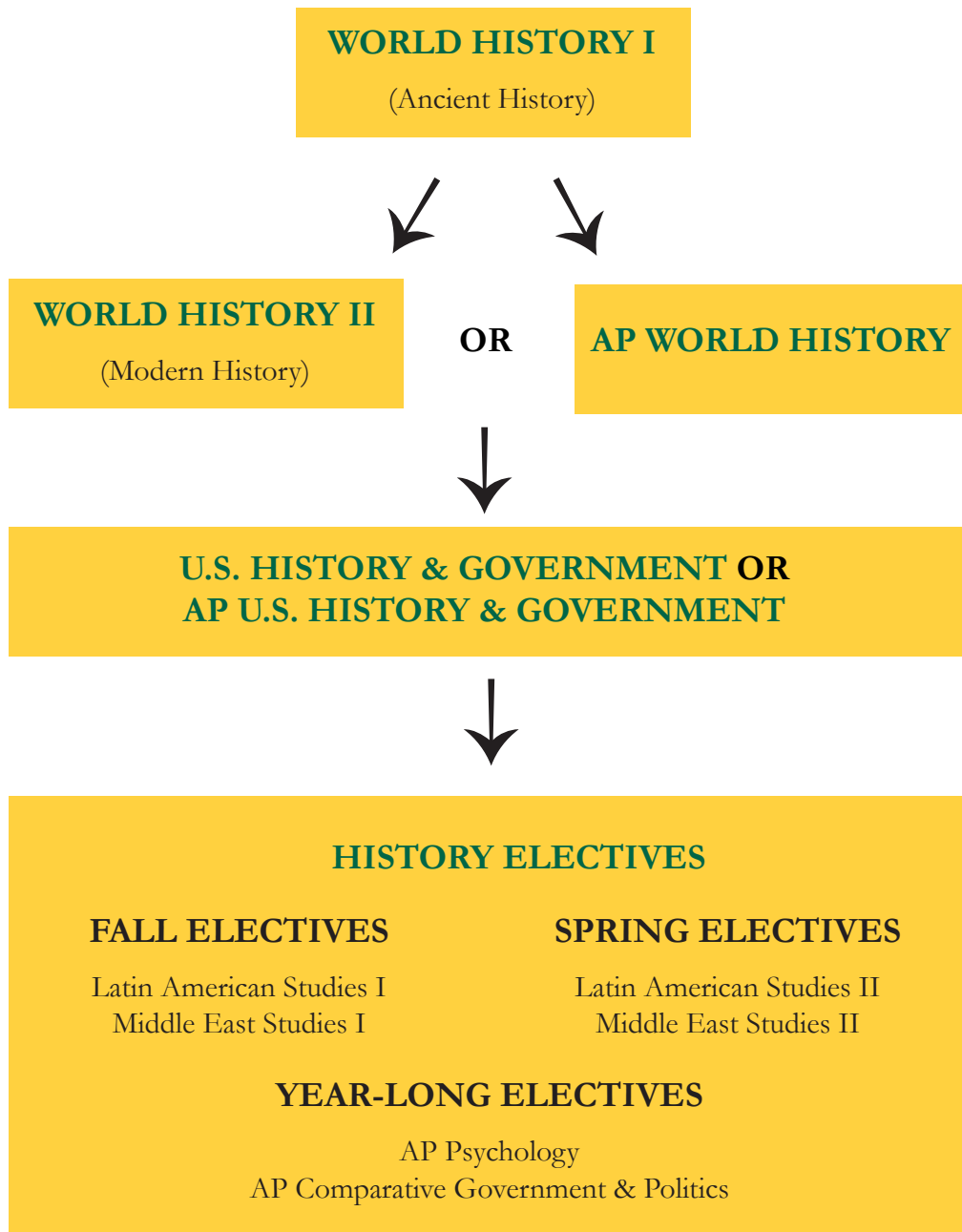
History

History Courses

Students are required to take three credits of History as follows:

- World History I or equivalent
- World History II or AP World History or equivalent
- 11th or 12th grade – U.S. History required

Suggested Sequence of History Classes



Full-year History Courses

Course Title

Course Summary

1 Credit

WORLD HISTORY I—Ancient to Medieval History (Pre-History to 1450)

This full-year course explores the history of our world from pre-history to 1450. It is designed to develop a greater understanding of the origins of human societies and how geography, cultural institutions, and beliefs shape their evolution. Focusing on Africa, Asia, the Americas, Europe, and the Middle East, students will work within the themes of politics, economics, religion, social structure, intellectual/artistic, geography, and patterns of interaction. Students will use analytical thought, study current events as they relate to regions of study, learn writing and basic research skills, and examine a mix of primary and secondary sources. Students will also be introduced to historical thinking skills such as document review, changes and continuities over time, and comparing and contrasting similarities and differences among civilizations, regions, and time.

Course Title

Course Summary

1 Credit

WORLD HISTORY II—The Age of Exploration to Modern History (1450 to the Present)

This course begins with the Age of Exploration (1450) and concludes with a consideration of contemporary geopolitics within the framework of politics, economics, religion, social structure, intellectual/artistic, geography, and patterns of interaction. Students will continue to thoughtfully discover patterns of behavior, explore historical movements and concepts, and identify trends and themes throughout history. They will refine skills like reading comprehension, critical analysis, comparing and evaluating information, and building upon the historical thinking skills of document review, changes and continuities over time, and comparing and contrasting similarities and differences among civilizations, regions, and time. They will also research, write essays and papers, and annotated bibliographies. Current events will also be examined.

Course Title

Course Summary

1 Credit

Prerequisite: A B+ or better in World History I, plus current history teacher recommendation and favorable department review and approval. In addition, before students are approved for the course, there will be a review of the student's English grades, a review of the student's overall course load, and approval by the History Department Head.

AP WORLD HISTORY

This is a full-year course designed to prepare students for the Advanced Placement examination in May. AP World History emphasizes the evolution of global processes and contacts, in interaction with different types of human societies. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, focuses primarily on the past thousand years of the global experience. This course highlights the nature of change and continuity in international frameworks, their causes, and consequences. The student uses critical-thinking skills to demonstrate an understanding of major ideas, eras, themes, developments, and turning points in world history. The course emphasizes and develops close reading, writing, and research skills that are necessary for success in the class. This class is only open to sophomores and replaces the World History II requirement. All students are required to take the AP World History exam in May.

Full-year History Courses: Grades 11 and 12

Course Title

Course Summary

1 Credit

U.S. HISTORY AND GOVERNMENT

This is a full-year course that fulfills the graduation requirement. It traces the history and government of the United States from Columbus to the first Gulf War and the development of the American Government system from its English origins to present-day governmental problems. Social, cultural and political history will all be discussed in the course. This course is not open to students who have credit for AP U.S. History.

Course Title

Course Summary

Prerequisite: To be eligible for this course, students need to have a grade of B+ or better in World History II, current history teacher's recommendation, and Department Head approval.

AP UNITED STATES HISTORY

This is a full-year course designed to prepare students for the Advanced Placement examination given in May and fulfills the graduation requirement. It traces the history and government of the United States from Columbus to the present and the development of the American Government system from its English origins to present-day governmental problems. Social, cultural and political history will be discussed in this course. Students who are eligible for this course should be excellent students in history, have an outstanding work ethic, do well on standardized tests or be recommended by their previous history teacher. Students unable to keep up with the workload may be moved into the regular class. Not open to students who have credit for U.S. History and Government. All students are required to take the AP U.S. History exam in May.

Course Title

Course Summary

1 Credit

Prerequisite: To be eligible for this course, students need to have a grade of B+ or better in a prior history course or a B in a prior AP History course, current history teacher's recommendation, and Department Head approval.

AP COMPARATIVE GOVERNMENT AND POLITICS

This course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes. In addition to covering the major concepts that are used to organize and interpret what we know about political phenomena and relationships, the course will cover specific countries and their governments. Six countries form the core of the AP Comparative Government and Politics course. China, Great Britain, Mexico, Nigeria, and Russia are all regularly covered in college-level introductory comparative politics courses. The inclusion of Iran adds a political system from a very important region of the world and one that is subject to distinctive political and cultural dynamics. By using these seven core countries, the course can move the discussion of concepts from abstract definition to concrete examples, noting that not all concepts will be equally useful in all country settings. All students are required to take the AP Comparative Government and Politics exam in May.

Course Title

Course Summary

1 Credit

Prerequisite: To be eligible for this course, students need to have a grade of B+ or better in a prior history course or a B in a prior AP History course, current history teacher's recommendation, and Department Head approval.

AP PSYCHOLOGY

This full-year course is intended to be equivalent to an introductory college-level course in psychology. According to the College Board, AP Psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology—including the ethics and methods psychologists—use in their science and practice. Students will investigate the biological foundations of our psyche, explore the psychological consequences of our biological make-up, and seek to understand the sociological influences that engage our brain and mind. Students will discover how they think, learn, and motivate. They will discover how they psychologically developed into who they are today, and how that development influences their past and future relationships. Students will examine the distinct influences that create mental health issues, as well as how to treat them. All students are required to take the AP exam in May.



1st Semester History Courses: Grades 11 and 12

Course Title

Course Summary

0.5 Credit

Prerequisite: This course is designed for juniors and seniors who have completed the World History curriculum or a similar prerequisite.

LATIN AMERICAN STUDIES I

Latin America is a diverse region with a wide variety of cultures, governments, and economic systems. This semester course focuses on early Latin American History as it approaches the modern era. The class will focus on pre-Columbian civilizations, colonization, independence, and post-colonial progress. The survey course will look at personal narratives, primary sources, and current events to help understand this diverse region.

Course Title

Course Summary

0.5 Credit

MIDDLE EAST STUDIES I: POLITICS AND RELIGION OF THE MIDDLE EAST

This semester course will survey the strategically important region of the Middle East in the context of history, religion, culture, and geography. The course will begin with an examination of Middle East history, from pre-Islamic Arabia, through the rise and spread of Islam, including the Shi'a-Sunni split, and end with the fall of the Ottoman Empire in 1918. Arabic language will also be infused into the course where relevant and necessary, and outside speakers and field trips may be included.



2nd Semester History Courses: Grades 11 and 12

Course Title

Course Summary

0.5 Credit

Prerequisite: This course is designed for juniors and seniors who have completed the World History curriculum or a similar prerequisite.

LATIN AMERICAN STUDIES II

This semester course continues the study of Latin America as a diverse region with a wide variety of cultures, governments, and economic systems. The course will focus on modern Latin American History as it enters the 20th Century and beyond. The class will examine the rise of Nationalism, Post-World War II Populism, and US Involvement in the region. Students do not need to take Latin American Studies I to take Latin American Studies II.

Course Title

Course Summary

0.5 Credit

MIDDLE EAST STUDIES II: POLITICS AND RELIGION OF THE MIDDLE EAST

This semester course is a continuation of the first-semester course which surveys the strategically important region of the Middle East in the context of history, religion, culture, and geography. The course will continue studying the Middle Eastern region since the discovery of oil including pan-nationalism, the Arab-Israeli conflict, 9/11 and the wars in Iraq & Afghanistan, religious extremism, U.S. foreign policy, and issues of democratization and human rights—particularly in light of the Arab Spring—Arabic language will also be infused into the course where relevant and necessary, and outside speakers and field trips may be included. Students do not need to take Middle East Studies I to take Middle East Studies II.





Mathematics





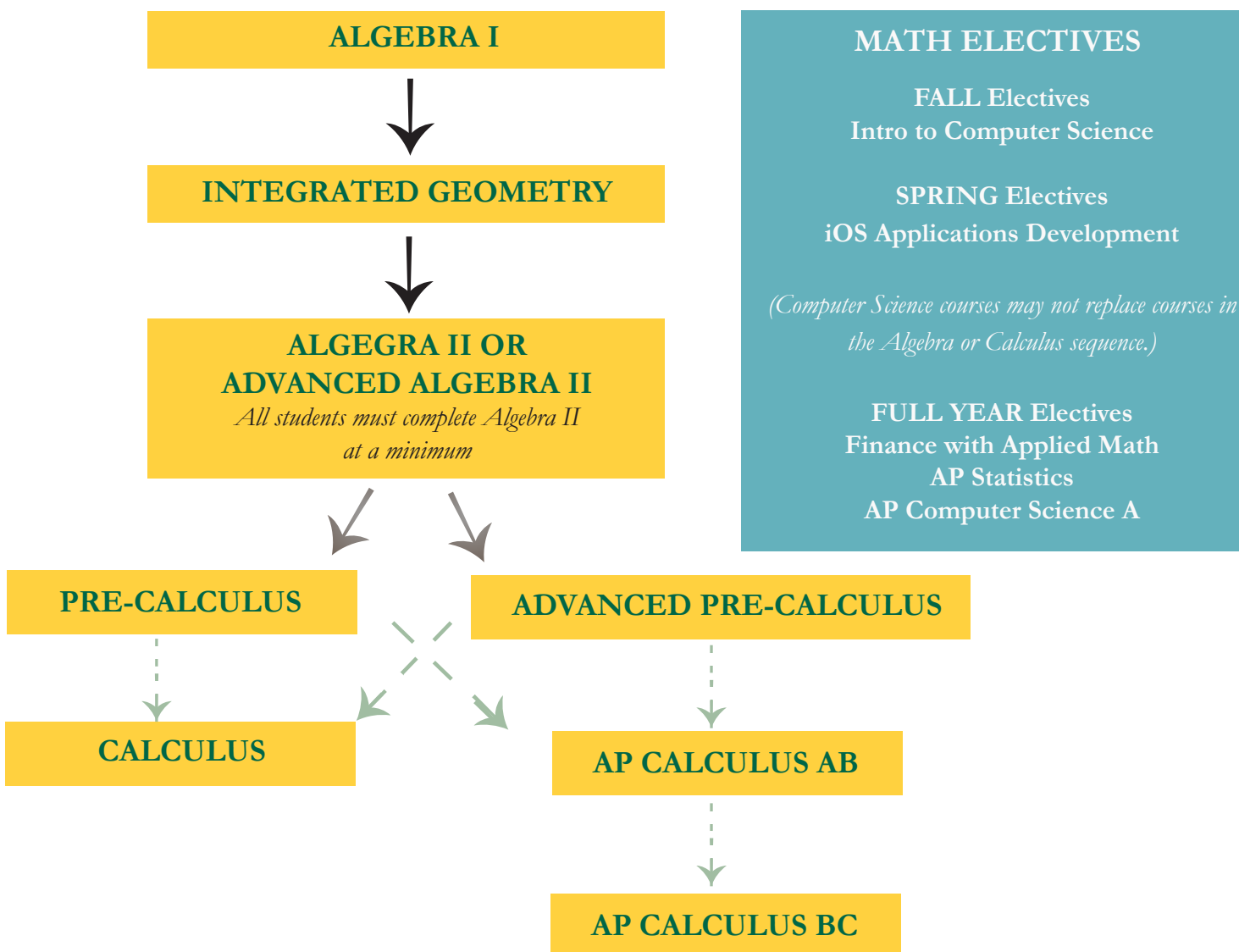
Mathematics

Mathematics Courses

Students are required to take three years of mathematics while in the Upper School. We strongly encourage but do not require, a fourth year of mathematics. Students must successfully complete Algebra II (or Advanced Algebra II) to graduate. A student's math sequence will build on the courses taken prior to 9th grade (and as determined by placement testing and the recommendation of the middle school mathematics teacher), following the sequence of Algebra I, Integrated Geometry, and Algebra II (or Advanced Algebra II). After Algebra II, students may continue along the algebra-based sequence of courses or explore an elective path, which features finance, statistics, or computer science.

The Upper School Mathematics Department's goal is for students to be in a course that is challenging but also one in which they can be successful. The minimum grade prerequisite listed is not the only measure of a student's readiness for a course, and as such is not a guarantee of placement. In the case of higher-level and advanced mathematics courses, students should demonstrate a solid conceptual understanding, interest in problem-solving, and a strong work ethic and motivation.

Suggested Sequence of Mathematics Classes



Full Year Mathematics Courses

Course Title

Course Summary

1 Credit

ALGEBRA I

The primary goal of Algebra I is to master the linear function: graphing lines and solving linear equations. In reaching this goal students acquire skills in simplifying algebraic expressions, using formulas, and problem-solving. The students are given a foundation by learning how to perform basic operations on polynomials and doing some elementary probability and statistics.

Course Title

Course Summary

1 Credit

Prerequisite: C- or better in Algebra I or current math teacher's recommendation.

INTEGRATED GEOMETRY

This course will continue to develop students' algebra skills while also exposing them to the fundamental concepts of geometry. Students will expand their understanding of the following algebraic concepts: linear and quadratic functions, system of equations, inequalities, exponents and exponential functions, polynomial functions and factoring, and rational functions. Students will also study the following geometric concepts: ratio and proportion, similar and congruent triangles, right triangles, area and volume, parallel lines, polygons, circles, and constructions.

Course Title

Course Summary

1 Credit

Prerequisite: C- or better in Integrated Geometry or equivalent course

ALGEBRA II

Algebra II continues and solidifies the topics introduced in Algebra I. In addition, the following topics will be studied: direct and inverse variation, linear equations and systems, quadratics, exponential, logarithmic, polynomial, and rational functions, and matrices.

Course Title

Course Summary

1 Credit

Prerequisite: Placement will be based on current teacher's recommendation.

ADVANCED ALGEBRA II

The Advanced Algebra II course will cover all of the topics of the Algebra II course but with greater depth and a focus on more complex problem sets. This course is intended to be a rigorous and comprehensive study of Algebra II and its related topics. Successful students are expected to enroll in Advanced Pre-Calculus.

Course Title

Course Summary

1 Credit

Prerequisite: A grade of C- or better in Advanced Algebra II or a grade of B- or better in Algebra II and/or recommendation from current math teacher.

PRE-CALCULUS

This course includes the study of polynomial rational, exponential, logarithmic, and trigonometric functions and their use as mathematical models. Transformation of functions is a major focus of this course. Other topics include writing proofs for trigonometric identities and complex numbers. If time permits, additional topics such as matrices, conic sections, and probability will be studied.

Mathematics

Course Title

Course Summary

1 Credit

Prerequisite: A grade of B- or better in Advanced Algebra II or a grade of A- or better in Algebra II and/or recommendation from current math teacher.

Course Title

Course Summary

1 Credit

Prerequisite: A grade of C- or better in Advanced Pre-Calculus or a grade of B- or better in Pre-Calculus and/or recommendation from current math teacher.

Course Title

Course Summary

1 Credit

Prerequisite: A grade of B- or better in Advanced Pre-Calculus or a grade of A- or better in Pre-Calculus, current teacher recommendation, & Department Head approval.

Course Title

Course Summary

1 Credit

Prerequisite: A grade of B- or better in AP Calculus AB, current teacher recommendation, and Department Head approval.

ADVANCED PRE-CALCULUS

The Advanced Pre-Calculus curriculum includes a focus on the behavior of polynomial, rational, exponential, logarithmic, and trigonometric functions. Additional topics of study include trigonometric identities, vectors, matrices, and polar and three-dimensional coordinate systems. This course is intended to be a rigorous and comprehensive study of Pre-Calculus and prepare students for Advanced Placement Calculus.

CALCULUS

This course provides an overview of the basic concepts of differential and integral calculus, with an emphasis on application to biological, physical, and social sciences and economics. Students will review the fundamentals of functions and their graphs before focusing on limits, methods of differentiations, applications of the derivative, and an introduction to integral calculus.

AP CALCULUS AB

This course follows the Advanced Placement (AP) Calculus AB syllabus: a study of limits, differentiation and integration of polynomial, exponential, logarithmic, and trigonometric functions, and their application to maxima-minima problems, related rates, and calculating areas and volumes. Students completing this course will take the AP Calculus AB examination

AP CALCULUS BC

This course builds upon the material learned in AP Calculus AB. The students will learn the remaining material in the AP Calculus BC curriculum, which includes techniques of integration, indeterminate forms, improper integrals, infinite series, and the calculus of parametric, polar, and vector functions. Additional topics may include surfaces in three dimensions, partial differentiation, and multiple integrals. Students completing this course will take the AP Calculus BC examination.

Course Title*Course Summary**1 Credit*

Prerequisite: A grade of C- or better in Algebra II (or equivalent) and/or recommendation from current math teacher.

FINANCE WITH APPLIED MATHEMATICS

This is a mathematical modeling course focusing on personal financial planning and management. Students will use skills and concepts from Algebra, Pre-Calculus, Probability and Statistics, Geometry, and Calculus to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics. Financial decision making will be highlighted via projects exploring the concepts introduced in class.



Mathematics

Course Title

Course Summary

1 Credit

Prerequisite: A grade of C- or better in Advanced Pre-Calculus or a grade of B- or better in Pre-Calculus and Department Head approval. Additionally, international students who sign up for AP Statistics must be in mainstream English and must have the recommendation of the ESL Department Head.

AP STATISTICS

This course is a non-calculus-based introductory course in statistics. Students planning collegiate studies in the physical or social sciences should consider taking this course. The course focuses on four conceptual themes: exploring data, planning a study, anticipating patterns, and inference. Students will also be introduced to selected topics in discrete mathematics. Students are required to take the AP exam in May.



Course Title*Course Summary**1 Credit*

Prerequisite: A grade of C- or better in Algebra II or Advanced Algebra II and Department Head approval. In addition, students must have a strong work ethic and should be prepared to do independent research and problem solving.

AP COMPUTER SCIENCE A

Computer science embraces problem solving, hardware, algorithms and perspectives that help people utilize computers to solve real-world problems in everyday life. The AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for development solutions that can scale up from small, simple problems to large, complex problems. Students are required to take the AP exam in May.

1st Semester Mathematics Courses

Course Title*Course Summary**0.5 Credit*

Prerequisite: A grade of C- or better in Algebra I. Open to 10th-12th grade students.

INTRODUCTION TO COMPUTER SCIENCE

This class will introduce students to the fundamentals of computer science. While studying traditional concepts like object-oriented programming, simulation, and good coding practices, students will also learn to work through and solve problems in a more efficient manner. Throughout the semester, students will also be introduced to basic graphics programming. Introduction to Computer Science is particularly appropriate for those individuals who enjoy math and logic or are considering further studies in technical or scientific fields. The course will involve projects and problem-solving as significant learning components, so success in the course depends on a student's ability to successfully manage independent work.

NOTE: This course cannot interrupt the algebra-based sequence of courses (Algebra I – Integrated Geometry – Algebra II or Advanced Algebra II) though it may be taken concurrently with the latter two.

2nd Semester Mathematics Courses

Course Title*Course Summary**0.5 Credit*

Prerequisite: A grade of C- or better in Introduction to Computer Science and permission of the Introduction to Computer Science teacher.

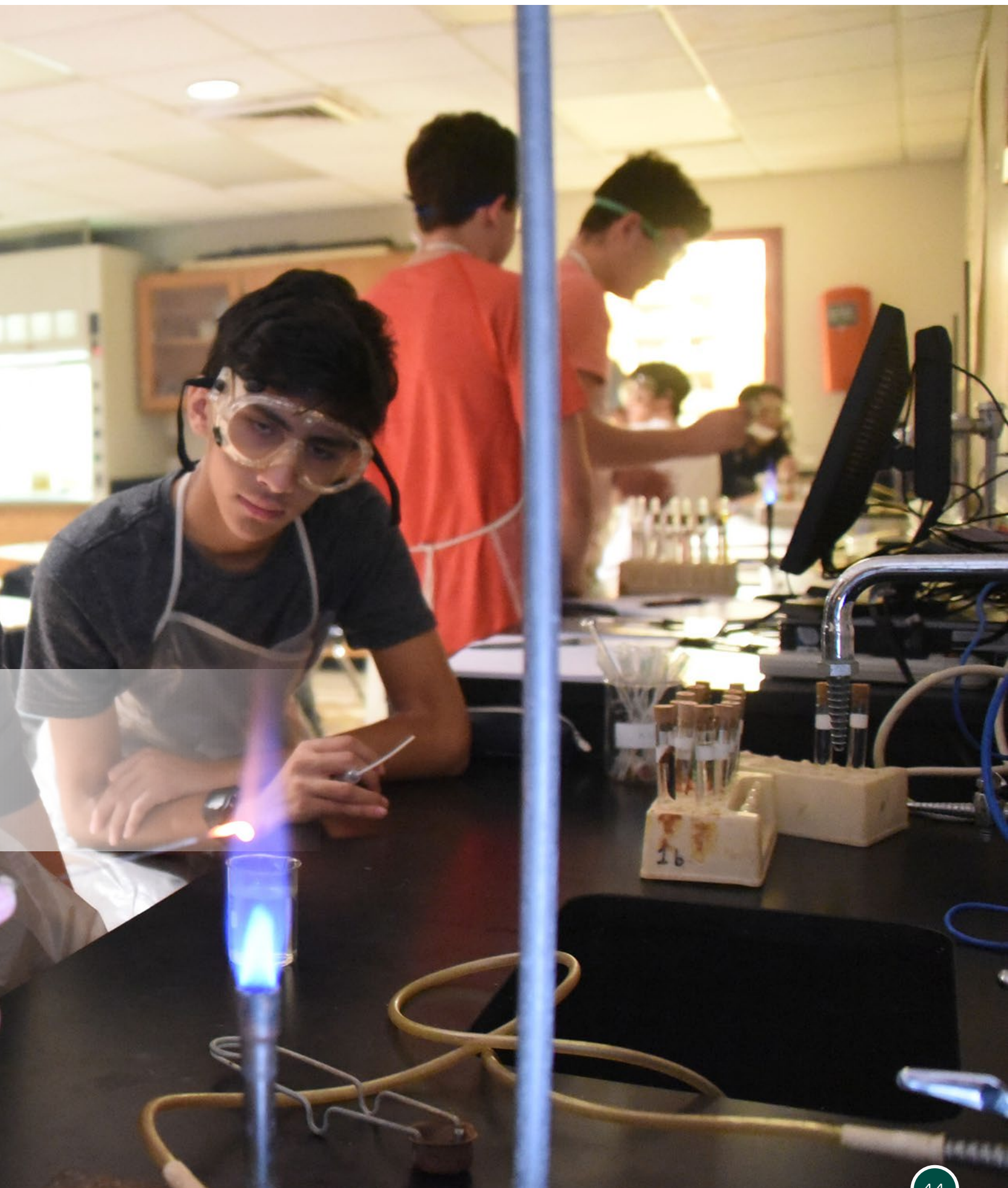
iOS APPLICATIONS DEVELOPMENT

This class introduces the fundamentals of designing applications for an iPhone and/or iPad. Using Swift, Apple's latest programming language, students will learn the techniques to produce iOS apps that adhere to basic user interface and design guidelines. Topics covered in this course include how to incorporate a variety of media (text, images, audio) into an app, creating simple two-dimensional games, and accessing outside information such as location and weather data. For a final product, students are encouraged to create an application to be used by the wider SSFS community.



Science





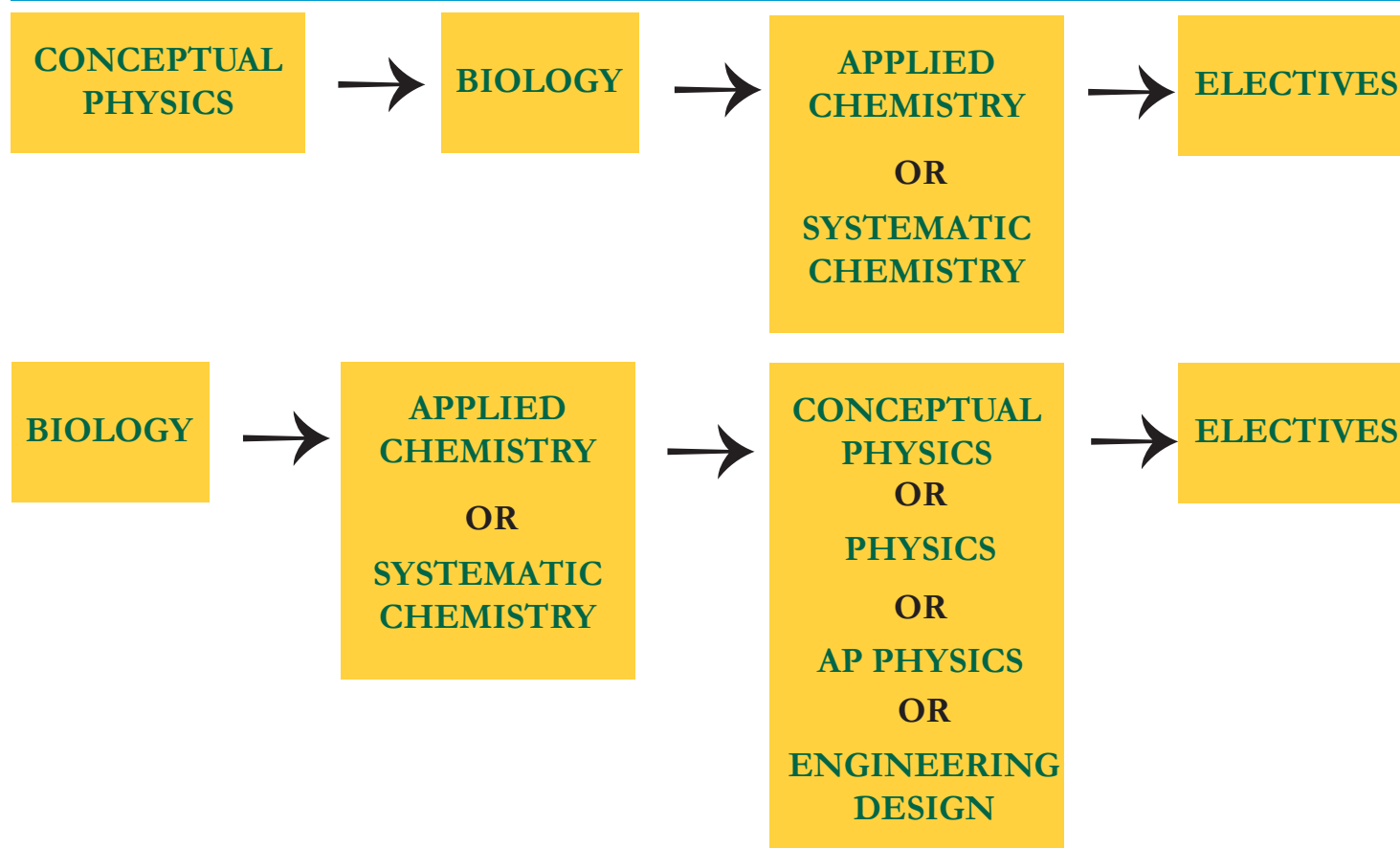
Science

Science Courses

Three years of science are required for graduation, **at least one year of which must be a physical science and one year a biological science**. A fourth year of science is recommended, particularly for students considering selective colleges and/or a college major in science, engineering, medicine, or related fields. Many science courses have mathematics prerequisites, and some have science prerequisites as well.

Suggested Sequence of Science Classes

COMMON PATHWAYS



SCIENCE ELECTIVES

FALL ELECTIVES

Bioethics
Astromony
Intro. to Mechanical Engineering
Adv. Techniques in Fabrication & Design

SPRING ELECTIVES

Oceanography
Geology
Intro to Electrical Engineering
Robotics

FULL YEAR

Anatomy & Physiology
AP Chemistry
AP Environmental Science
AP Physics

Full-year Science Courses

Course Title

Course Summary

1 Credit

BIOLOGY

This course covers learning and the brain, neuro-anatomy, methods of biology, the chemistry of life, cell structure and processes, energetics, genetics, DNA science, molecular biology, botany, evolution, organism diversity, and ecological relationships. Students develop observational and analytical skills through regular inquiry, using model organisms, biotechnology, and other modern methods to investigate problems in Biology. Students will conduct several long-term projects and research studies throughout the year, culminating in the creation of a digital portfolio. This course meets the biological science requirement for graduation.

Course Title

Course Summary

1 Credit

Prerequisites: A grade of C- or better in Biology and Chemistry, plus approval from current science teacher.

ANATOMY AND PHYSIOLOGY

This course is an investigation into the anatomy and physiology of the human body, with an emphasis on homeostasis. Students conduct a variety of laboratory investigations into the organization of the human body, the cell and molecular basis of life, and the structure and function of each body system. Laboratory work includes several dissections, microscope work, small group work, and the use of models. Students will also perform some virtual surgeries, and investigate diseases and disorders through individual Public Service Announcement projects. This course meets the Biological Science requirement for graduation.

Course Title

Course Summary

1 Credit

Prerequisite: Completion of Algebra I with a grade of B or higher or concurrent enrollment in Algebra II..

APPLIED CHEMISTRY

Applied Chemistry teaches chemistry through a series of units which investigate how chemistry is applicable in real-world problems. Each unit explores the chemistry knowledge and skills needed to understand a problem and develop a solution through inquiry-based learning. Laboratory work is an important part of the course, with students learning how to design and carry-out experiments. Topics covered include Structure of Matter and Compounds (inorganic and organic), Chemical Reactions and Calculations, States of Matter and Forces, Energy and Kinetics, Solutions, Acids and Bases. This course meets the Physical Science requirement for graduation.

Course Title

Course Summary

1 Credit

Prerequisite: Completion of Algebra I with a grade of B or higher or concurrent enrollment in Algebra II.

SYSTEMATIC CHEMISTRY

Systematic Chemistry teaches chemistry through a systematic approach. Students study the atom, elements and compounds and their behavior with a focus on the theories that explain that behavior. Topics covered include The Structure of the atom and how that relates to formulas of compounds, Chemical reactions and calculations, States of Matter and Forces, Solutions, Energy and Kinetics, Equilibrium, Acids and Bases. Laboratory work is an important part of the course and relates to the topics being covered. This course meets the Physical Science requirement for graduation.

Course Title*Course Summary*

1 Credit

Prerequisites: Successful completion of Chemistry with at least a grade of B+, completion of or concurrent enrollment in Pre-Calculus, plus Department Head approval.

Course Title*Course Summary*

1 Credit

Prerequisites: A grade of C- or better in Biology and Chemistry, a grade of B+ in the most recently completed science course, and Department Head approval.

Course Title*Course Summary*

1 Credit

Prerequisite: For 9th graders, successful completion of Algebra I (69.5%) in middle school.

Course Title*Course Summary*

1 Credit

Prerequisite/co-requisite: 10th, 11th or 12th grade students who have successful completion (69.5% or better) of or concurrent enrollment in Advanced Algebra II, or higher.

AP CHEMISTRY

This course is an advanced-level chemistry course with the purpose of preparing students for taking the AP Chemistry examination. As such, the course is fast-paced and challenging, covering material covered from the first-year chemistry course (but in greater depth, and with more mathematical sophistication), as well as material not covered in the first year. The course will be offered if there is sufficient demand. Students are required to take the AP exam in May. This course meets the physical science requirement for graduation.

AP ENVIRONMENTAL SCIENCE

This advanced-level course is designed to be the equivalent of a one-semester introductory college course in environmental science. The goals of this course are to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze both natural and human-made environmental problems; to examine alternative solutions for resolving and/or preventing them; and to prepare students for taking the AP Environmental Science examination. As such, this course is fast-paced. The course involves several project-based units (including racing the SSFS Electric Car) as well as laboratory and field investigations. All students are required to take the AP Environmental Science exam in May. This course meets the biological science requirement for graduation.

CONCEPTUAL PHYSICS

Conceptual Physics is an algebra-based survey course with a laboratory which covers a wide range of topics in physics. It is intended to provide students with an introduction to the field of physics and impart a strong intuitive understanding of physics concepts while developing scientific reasoning and problem-solving skills. The topics covered include Kinematics, Newtonian Dynamics, Rotation, Gravitation, Special Relativity, Fluid Mechanics, Waves and Vibrations, Light and Sound, and Interference and Diffraction. Students in this course will be regularly required to use algebra 1 level mathematics to solve physics problems. This course meets the physical science requirement for graduation.

PHYSICS

Physics is an algebra based course. This conceptually and mathematically rigorous course focuses on the fundamentals of classical mechanics. Students will study vectors, motion, forces, projectile motion, energy, momentum, rotational motion, and gravitation. Physics is an appropriate course for those with strong problem solving skills and a comfort with trigonometry, formulating algebraic expressions and solving for unknowns. Laboratory activities, spreadsheets, demonstrations, word problems, presentations, and scientific writing are integral parts of the class. Before taking this class students must either know basic trigonometry, or be willing to do the extra work to learn it in the first few weeks of school. This course meets the physical science requirement graduation.

Course Title*Course Summary**1 Credit*

Prerequisites: Successful completion (C- or better) of or concurrent enrollment in AP Calculus AB.

AP PHYSICS

AP Physics is a college-level, calculus-based introductory mechanics course with laboratory which is intended to prepare students for the AP Physics C Mechanics exam, and covers the following topics: Vectors, Kinematics, Newton's laws of motion, Kinetic Energy, Work and Power, Potential Energy, Conservative Forces, Momentum and Impulse, Rotational Kinematics and Dynamics, Newtonian Gravitation, and Oscillating systems. AP Physics is an appropriate course for those students with strong problem-solving skills and at least concurrent enrollment in AP Calculus AB or higher. The class involves the design of laboratory experiments, scientifically rigorous data analysis methods, and precision writing of explanations of physical phenomena. All students are required to take the AP Physics exam in May.



1st Semester Science Courses

Course Title

Course Summary

0.5 Credit

Prerequisites: Open to 10th, 11th, and 12th grade students with a grade of C or higher in most recent science course and/or approval of current science teacher.

INTRODUCTION TO MECHANICAL ENGINEERING & DESIGN

This is a project-focused course in which students will have the opportunity to actively engage in the engineering design process while gaining valuable skills in technical drawing, computer-aided design, 3D printing, prototype design, and prototype construction. Students will explore the mechanical conversion and transfer of energy, creating machines to harness gravitational potential energy, spring potential energy, and kinetic energy to perform useful work. Furthermore, the class will introduce students to concepts of system-level project design and teach them the skills required to manage a project, including time management, documentation, communication of engineering process and results, budgeting, independent knowledge development, and problem-solving, and working as a part of a team. This course meets 0.5 credits of the physical science requirement for graduation.

Course Title

Course Summary

0.5 Credit

Prerequisites: Completion of a semester of Introduction to Engineering with a grade of C or higher, or evidence-based teacher approval.

ADVANCED TECHNIQUES IN FABRICATION & DESIGN

This intermediate-level project-focused course will build on the skills and knowledge developed in both introductory-level Engineering courses, as students learn new techniques for manipulating metal, wood, fabric, and plastics in maker projects. Students will learn fundamental skills for working with both metal and fabric, expand their knowledge of CAD and 3D printing, and learn the use and applications of a variety of hand and power tools to make projects more efficient. Students will complete three major projects throughout the semester, focusing on multi-material design and construction, soft-circuits, and gear mechanisms. Students will continue to develop critical project management skills including time management, documentation, communication of engineering process and results, budgeting, independent knowledge development and problem-solving, and working as a part of a team. This course meets 0.5 credits of the physical science requirement for graduation.

Course Title

Course Summary

0.5 Credit

Prerequisites: This science elective is open to students in 11th and 12th grades.

BIOETHICS

This semester-long course explores a wide range of topics related to current ethical issues in medical sciences, environmental sciences, and technology. Topics may include cloning, genetic screening, organ transplantation, new reproductive technologies, the Human Genome Project, gene therapy, fetal tissue transplantation, AIDS, euthanasia, health care, and environmental issues. Students have input into which particular topics are considered, and are required to speak and share their opinions in class. Course curricula may include case studies, debates, panel discussions, writing position papers, public service announcements, role-play, journal writing and student-led seminars. This course meets 0.5 credits of the biological science requirement for graduation.

Course Title*Course Summary**0.5 Credit*

Prerequisites: Successful completion (69.5%) of one full year of Upper School science, and completion of or concurrent enrollment in Integrated Geometry.

ASTRONOMY

Astronomy is a semester course. It earns .5 credits toward the physical science requirement. Astronomy will alternate every other year with Meteorology. Astronomy students will study the Earth's place in the Universe and Solar System including Cosmology, Stellar Astronomy, and Planetary Astronomy. This course meets 0.5 credits of the physical science requirement for graduation.

2nd Semester Science Courses

Course Title*Course Summary**0.5 Credit*

Prerequisites: Open to 10th, 11th, and 12th grade students who have completed or are currently enrolled in Algebra II and have earned a C or higher in their most recent Science course. An un-graded Algebra skills pre-assessment will be administered on the first day of class.

INTRODUCTION TO ELECTRICAL ENGINEERING & DESIGN

This interdisciplinary course integrates ideas in physics, mathematics, engineering, and technology while engaging students in project design and teaching them the skills required to manage a project, including time management, documentation, communication of engineering process and results, budgeting, independent knowledge development and problem-solving, and working as a part of a team. This semester course will focus on electromagnetic theory, circuit design, and basic programming. Students will spend the first quarter engaging in active, laboratory-based learning of basic electromagnetic and circuit theory. The concepts from the first quarter will then be applied in the second quarter as students use Arduino or a similar platform to build and program circuit-based projects in engineering. Students are not required to take Introduction to Mechanical Engineering and Design (previously Introductory Projects in Science and Engineering I) in order to participate in this second-semester course. This course meets 0.5 credits of the physical science requirement for graduation.



Course Title*Course Summary*

0.5 Credit

Prerequisites: Completion of a semester of Introduction to Engineering with a grade of C or higher, or evidence-based teacher approval.

Course Title*Course Summary*

0.5 Credit

Prerequisites: Open to 11th and 12th grade students. Successful completion (C- or higher) of or concurrent enrollment in Integrated Geometry and a chemistry course.

Course Title*Course Summary*

0.5 Credit

Prerequisites: Successful completion of 1 credit of Upper School science, and completion of or concurrent enrollment in Integrated Geometry. Astronomy or Meteorology is recommended but not required to take Geology.

ROBOTICS

This intermediate-level project-focused course will build on the skills and knowledge developed in both introductory-level Engineering courses, as students develop the programming, mechanical, and electrical design skills necessary to build and program robots for different tasks. Students will use Raspberry Pi or a similar platform to design and program robots to perform simple tasks such as following a line, seeking out light, object avoidance, responding to remote commands, and collecting and transporting objects in the classroom. At the end of the semester, students will have the opportunity to compete in teams against each other in a task-based classroom competition. Throughout the semester, students will continue to develop critical project management skills including time management, documentation, communication of engineering process and results, budgeting, independent knowledge development and problem-solving, and working as a part of a team. This course meets 0.5 credits of the physical science requirement for graduation.

OCEANOGRAPHY

This semester-long course is designed to give students a basic understanding of oceanic systems and processes through lectures, dissections, scientific journal articles, digital lab exercises, and inquiry-based experiments. Students will investigate the following disciplines—biology, chemistry, physics, geology, and atmospheric sciences—as they relate to the oceans and increase their performance of the Next Generation Science Standard skills and practices. Students will perform several long-term experiments as they relate to the four curriculum modules: Ocean Circulation, Ocean Productivity, Coastal Waves and Ecosystems, Intertidal Systems. The students will highlight their work in their digital portfolios. This course meets 0.5 credits of the biological science graduation requirement.

GEOLOGY

In this semester course, students will study the Geology of the Earth as a system, including plate tectonics, geologic age, rock and mineral identification, and erosional forces. This course meets 0.5 credits of the physical science requirement graduation.





Global Languages

RTMENT

SPANISH



Eduardo Pardo
Global Language Department Head
Spanish



Johanna Miodak
Spanish



Leah Nierbold
Spanish



LE MONDE DE LA FRANCOPHONIE



FRENCH



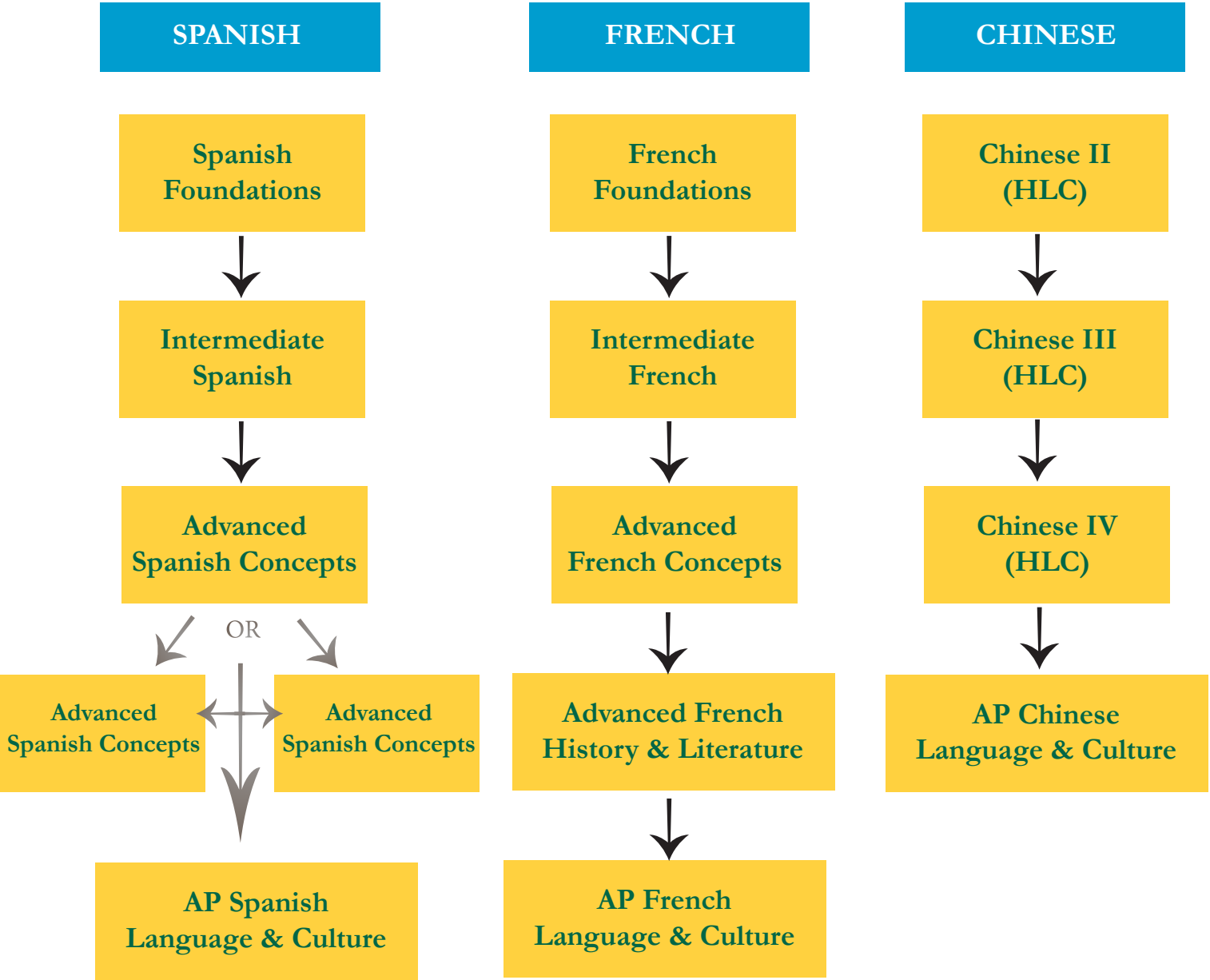
Cathy Harrison
French



Global Languages Courses

Students are required to take at least three years (levels) of the same global language throughout high school for graduation. Where applicable, typically students enter the language sequence in 9th grade at the level indicated by middle school instruction, placement testing and interviews, as well as the recommendation of the middle school teacher. Students must demonstrate a minimum satisfactory proficiency (C- or better) in order to advance to the next level course. The global language requirement is waived for ESL students. All global language courses are yearlong courses.

Suggested Sequence of Global Languages Classes



Chinese (Mandarin)

Offered remotely via asynchronous online courses in partnership with Hybrid Learning Consortium (HLC), Chinese Studies are available to SSFS upper school students (Grades 9-12) with prior exposure to Mandarin. In support, SSFS provides participants with a supervised academic period dedicated to Chinese Studies. To navigate successfully the unique challenges of online language learning, participating students must have at least one accredited year's study of Mandarin and possess a level of independence with organization, time management, planning, communication, and technological skills.

Course Title

Course Summary

1 Credit

Prerequisite: Chinese I or equivalent

CHINESE II (HLC)

This year-long course is a continuation of Chinese I with the same techniques and goals to increase oral proficiency in situational conversations. Students learn more complex sentence structures, read simple articles, and write short compositions. Pinyin is gradually omitted as students become familiar with characters and vocabulary. Cultural aspects of the language are emphasized through video programs and projects. Upon completion of this course, students should be able to speak on topics within the range of their experiences, including their daily routine, clothing, shopping, eating at a restaurant, and the weather. This course is open to non-native speaking students who have completed Chinese I or to students who pass a competency test.

Course Title

Course Summary

1 Credit

Prerequisite: Chinese II or equivalent

CHINESE III (HLC)

This year-long intensive course builds on Chinese II while allowing students an opportunity to review the basic skills to improve both oral and written proficiency. Students learn more complex sentence structures and expressions. In addition to the basic textbook, students start to read more extensively on various topics. After eight lessons, students should be able to talk about their school lives, leisure lives, health conditions, traveling and write email/holiday invitation messages, travel itinerary, sick leave notes, etc. This course is open to non-native speaking students who have completed Chinese II or to students who pass a competency test.

Course Title

Course Summary

1 Credit

Prerequisite: Chinese III or equivalent

CHINESE IV (HLC)

The year-long course includes frequent oral presentations and daily spontaneous conversation about various aspects of modern Chinese culture and life. Reading and discussion of Chinese articles, and news and practice speaking Chinese in a variety of functional, everyday situations, allow students to expand their vocabulary and to solidify previously learned grammatical structures. Selections of Chinese videos and movies are used to reinforce the knowledge and understanding of Chinese culture the students have learned in class. Upon completion of this course, students should be able to talk and write about holiday activities, personalities, computers, internet, email, environmental issues, part-time jobs, and social issues. Students will be able to write short essays. This course is open to non-native speaking students who have completed Chinese III or to students who pass a competency test.

Global Languages

Course Title*Course Summary*

1 Credit

Prerequisite: Chinese IV or equivalent plus Department Head approval.

AP CHINESE—LANGUAGE & CULTURE (HLC)

This year-long course is designed for the students who have achieved at least an intermediate-mid level of Chinese language proficiency. The main course objective for AP Chinese Language and Culture is to refine and further develop students' abilities with interpersonal, interpretive, and presentational modes of communication skills. In addition, students should develop Chinese language skills in five-goal areas: communication, cultures, connections, comparisons, and communities. We use the textbook Chaoyue, articles from the World Journal website, Read Chinese website, and multimedia resources such as Youtube videos, CDs, DVDs, online materials, etc. In addition to communication, the course addresses cultural competence. The AP Chinese course also expands what students know about Chinese culture and society's beliefs, so students have a better understanding and appreciation of Chinese culture. Texts include lessons/articles and reading/writing practice from Barron's AP Chinese Language and Culture, Strive For a 5: AP Chinese Practice Tests, and Learning Chinese Through online TV and Newspapers, as well as articles from teacher handouts. Students are required to take the AP exam in May.

French

Course Title*Course Summary*

1 Credit

Course Title*Course Summary*

1 Credit

Prerequisite: French Foundations or equivalent.

FRENCH FOUNDATIONS

This year-long course introduces the basics of grammar and vocabulary with an emphasis on developing proficiency in speaking and listening as well as reading and writing. Activities include simple conversations, compositions, games, interviews, oral presentations, and skits. Students develop cultural awareness through authentic materials, including video and audio recordings, as well as websites, magazines, and newspapers.

INTERMEDIATE FRENCH

This year-long course continues to expand upon grammatical concepts, build vocabulary and develop communicative skills via approaches similar to those used in French Foundations. Students develop greater competence in listening and speaking skills through increased exposure to and involvement in everyday situations in the language. Additionally, students acquire increased proficiency in reading through the study of uncomplicated but challenging texts. Students develop writing skills in the language by completing a variety of assignments and assessments designed to expand vocabulary and demonstrate grammatical proficiency. Finally, students expand their cultural competency through frequent discussions about French-speaking countries and their cultures.

Course Title*Course Summary*

1 Credit

Prerequisite: Intermediate French or equivalent.

ADVANCED FRENCH CONCEPTS

This year-long course combines a review of essential grammatical structures, especially verb tenses, with an introduction to the finer points of the language. Reading matter is more sophisticated and may include short stories, novellas, essays, and articles. These provide the basis for class discussion and conversation in the target language. Expression that is more fluent is encouraged through discussion, debate, assigned composition topics, and comparison of resulting texts.

Course Title*Course Summary**1 Credit**Prerequisite:* Advanced French Concepts or equivalent.**ADVANCED FRENCH—HISTORY AND LITERATURE**

This year-long, comprehensive course addresses the needs of those students who may or may not plan to pursue AP French Language and Culture, by means of a literary systematic approach to history, philosophies, social behavior and political thought. Students are encouraged to explore, enjoy and discuss many works considered masterpieces of world literature in their original language. Literary genres presented include poetry, short stories, drama, and essays. Selections are complemented with comprehension and grammar exercises, pertinent vocabulary, presentations, film studies, and composition activities.

Course Title*Course Summary**1 Credit**Prerequisite:* Advanced French: History and Literature or equivalent and Department Head approval**AP FRENCH—LANGUAGE AND CULTURE**

By way of six broad-based themes -- Families & Communities, Science & Technology, Beauty & Aesthetics, Contemporary Life, Global Challenges, and Personal & Public Identities—the AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts ensuring the integration of the national standards: Communication, Cultures, Connections, Comparisons and Communities.

The AP French Language and Culture exam focuses on the assessment of listening, speaking, reading, writing, and culture by way of three modes of communication (Interpersonal, Interpretive, and Presentational). Using authentic source material from the French-speaking world - print, short films, and audio - the AP course provides students with opportunities to develop and demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACT-FL Performance Guidelines for K–12 Learners. Students are required to take the AP exam in May.



Spanish

Course Title

Course Summary

1 Credit

SPANISH FOUNDATIONS

This year-long course introduces the basics of grammar and vocabulary with an emphasis on developing proficiency in speaking and listening as well as reading and writing. Activities include simple conversations, compositions, games, interviews, oral presentations, and skits. Students develop cultural awareness through authentic materials, including video and audio recordings, as well as websites, magazines, and newspapers.

Course Title

Course Summary

1 Credit

Prerequisite: Spanish Foundations or equivalent.

INTERMEDIATE SPANISH

This year-long course continues to expand upon grammatical concepts, build vocabulary and develop communicative skills via approaches similar to those used in Spanish Foundations. Students develop greater competence in listening and speaking skills through increased exposure to and involvement in everyday situations in the language. Additionally, students acquire increased proficiency in reading through the study of uncomplicated but challenging texts. Students develop writing skills in the language by completing a variety of assignments and assessments designed to expand vocabulary and demonstrate grammatical proficiency. Finally, students expand their cultural competency through frequent discussions about Spanish-speaking countries and their cultures.

Course Title

Course Summary

1 Credit

Prerequisite: Intermediate Spanish or equivalent.

ADVANCED SPANISH CONCEPTS

This year-long course combines a review of essential grammatical structures, especially verb tenses, with an introduction to the finer points of the language. Reading matter is more sophisticated and may include short stories, novellas, essays, and articles. These provide the basis for class discussion and conversation in the target language. Expression that is more fluent is encouraged through discussion, debate, assigned composition topics, and comparison of resulting texts.

Course Title

Course Summary

1 Credit

Prerequisite: Advanced Spanish Concepts or equivalent.

ADVANCED SPANISH—HISTORY AND CULTURE

This year-long, advanced-level course addresses the needs of those students who may or may not plan to pursue AP Spanish Language and Culture, by means of a literary approach to history, geography, social behavior, and culture. Students study specific regions of the Spanish-speaking world in depth by analyzing historical influences, geography, culture, and authentic texts. Literary genres include newspaper articles, poetry, short stories, and essays. Reading selections are complemented with comprehension and grammar exercises, pertinent vocabulary, presentations, and composition activities.

Course Title*Course Summary**1 Credit**Prerequisite:* Advanced Spanish Concepts or equivalent.**ADVANCED SPANISH—COMMUNICATIONS AND CULTURE**

This year-long, advanced-level language course addresses the needs of those students who may or may not plan to pursue AP Spanish Language and Culture, by focusing on listening, speaking, reading, writing, and culture by way of three modes of communication (Interpersonal, Interpretive, and Presentational). Students study thematic vocabulary, analyze current Spanish speaking media, and explore cultural topics with a focus on written and verbal expression in real-life situations. Thematic topics are complemented with pertinent vocabulary, grammar practice, presentations, and frequent writing assignments.

Course Title*Course Summary**Prerequisite:* Advanced Spanish: History and Culture or Advanced Spanish: Communications and Culture or equivalent, and Department Head approval.**AP SPANISH—LANGUAGE AND CULTURE**

By way of six broad-based themes -- Families & Communities, Science & Technology, Beauty & Aesthetics, Contemporary Life, Global Challenges, and Personal & Public Identities -- the AP Spanish Language and Culture year-long course engages students in an exploration of culture in both contemporary and historical contexts ensuring the integration of the national standards: Communication, Cultures, Connections, Comparisons and Communities.

The AP Spanish Language and Culture exam focuses on the assessment of listening, speaking, reading, writing, and culture by way of three modes of communication (Interpersonal, Interpretive, and Presentational). Using authentic source material from the Spanish-speaking world - print, short films, and audio - the AP course provides students with opportunities to develop and demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K–12 Learners. Students are required to take the AP exam in May.





Arts





Arts Courses

Students are required to take three credits of arts for graduation, including 1 credit of Arts and Ideas. Students are encouraged to take arts courses in both performing arts and studio arts. Students may take the same art course in multiple years to gain additional mastery. The graduation requirement for students entering the school in their junior or senior year shall be determined based on the arts credits that transfer from their previous school. Any junior entering the school with no transferable arts credit will be required to take a minimum of two arts credits (2 semesters of art plus Arts and Ideas). Any senior entering the school with no transferable arts credit will be required to take Arts and Ideas.

Please note that the following courses have evening performances. Enrollment in these courses will require participation in evening performances: **Chorus, Instrumental Music, Handbells.**

The following courses have weekend and evening rehearsals and performances. Participation will require evening and weekend rehearsals as the performance dates approach: **Advanced Dance, Modern Dance, Play Production, Stagecraft, Musical Production.**

UPPER SCHOOL ARTS COURSES

FULL-YEAR CLASSES

AP Music Theory

REQUIRED SEMESTER CLASSES

Arts & Ideas I & II

STUDIO CLASSES

Ceramics
Weaving
Photography
Woodworking
Stagecraft
Studio Art



Advanced Studio Art

PERFORMANCE CLASSES

Chorus
Handbells
Instrumental Music
Play Production
Musical Production
Acting
Modern Dance



Advanced Modern Dance

Full-year Arts Courses

Course Title

Course Summary

1 Credit

Prerequisite: Department Head approval.

AP MUSIC THEORY

This course will introduce the students to the craft of harmonic music writing and analysis on a rigorous, individualized level. While the primary goal is to cover instructional material in preparation for the AP Music Theory examination given in May, there are no academic prerequisites for enrollment; beginners as well as accomplished music students alike are welcome to take this course. Students will work at their own pace and progress as mastery of material is accomplished. All students are required to take the AP Music Theory exam in May.

Arts Courses Offered Each Semester

Course Title

Course Summary

0.5 Credit

Prerequisite: Open to 10th - 12th graders.

ARTS AND IDEAS I - Early Art

This semester course will explore the development of the arts from the fall of Rome to the late 18th century. Primary focus will center on the artistic trends and styles of western culture in this survey course. Studies will also be devoted, however, to the parallels and contrasts found in the arts of various other world cultures including Asia, Africa, the Middle East, and the Americas. Students in 10th, 11th, and 12th grades can take Arts & Ideas I. Taking Arts & Ideas I before Arts & Ideas II is not required.

Course Title

Course Summary

0.5 Credit

Prerequisite: Open to 10th - 12th graders.

ARTS AND IDEAS II - Modern Art

This semester course will explore the development of the arts from the Revolutionary period to today. Primary focus will center on the artistic trends and styles of western culture in this survey course. Studies will also be devoted, however, to the parallels and contrasts found in the arts of various other world cultures including: Asia, Africa, the Middle East and the Americas. Successful completion of both Arts I & II is required for graduation. Taking Arts & Ideas I before Arts & Ideas II is not required.

Course Title

Course Summary

MODERN DANCE (Level 1-3)

No dance experience is necessary for this co-ed performing arts course. Technique study will draw from various sources including Horton, Cunningham, active release and floor work. Composition will be solo work or appropriate level. Students will be exposed to basic partnering concepts and improvisation elements with an emphasis on fun. **Participation will require evening and weekend rehearsals as the performance dates approach.**

Course Title

Course Summary

0.5 Credit

Prerequisite: Modern Dance I and II and/or teacher recommendation.

ADVANCED MODERN DANCE

This course offers students an opportunity to continue dance studies at the next level. Students with an established knowledge of technique and choreography will explore post-modern to present-day modern icons such as Pina Bausch, Bill T. Jones and Batsheva. Class material will also include studying the parallels of cultural/social dances and Modern Dance, dance as a tool for activism, and incorporation of multi-media. The class will aim to model a dance company and perform repertoire. **Participation will require evening and weekend rehearsal as the performance dates approach.**

Course Title*Course Summary*

0.5 Credit

HANDBELLS

Handbell ringing is the ideal medium to develop excellent music reading and performance skills, regardless of past experience. Any student may enroll, as classroom rehearsal experience is all that is necessary for success in this course as we work towards several public performances throughout the year. **Note that this course will require at least one evening performance.**

Course Title*Course Summary*

0.5 Credit

Prerequisite: Minimum of one year proficiency on an instrument or consent of instructor.

INSTRUMENTAL MUSIC

Any student with a good playing proficiency on an instrument is encouraged to enroll in Instrumental Music. Whether the interest is jazz, rock, or classical, this class will give students the opportunity to work in small ensembles each day in preparation for several performance opportunities throughout the year. **Note that this course will require at least one evening performance.**

Course Title*Course Summary*

0.5 Credit

PHOTOGRAPHY

This course offers students the experience to learn photography skills from the darkroom to the digital lab. Working with film and digital media, students will learn the fundamentals of photography including film development, photo composition, and darkroom techniques. As the course progresses, we will shift our focus to digital development, photo-editing, image management, and the use of professional-level software tools. The expectation is that students will learn how to design and produce materials for a range of applications. Each student will build a portfolio of their work over the term culminating in a Final Critique at the end of the course.



Course Title*Course Summary**0.5 Credit***STUDIO ART**

This is a fall semester course focusing on helping students of all abilities to develop a hands-on understanding of the visual language and to experience the processes and joys of making art. It covers basic design, visual language, drawing, painting, and personal exploration. It will give each student the space and time to explore the uses of visual language and the technical skills needed to develop an understanding of non-verbal thinking. The course includes in-class projects, journal work, and an at-home semester project. All students, 9th through 12th grade and all levels of ability are welcome. A student may take this course all four years.

Course Title*Course Summary**0.5 Credit*

Prerequisite: Studio Art I and II or consent of instructor.

ADVANCED STUDIO ART

This is a fall semester course for students who are serious about developing seeing with all their senses and expressing ideas, feelings, and experiences using physical materials. The course starts with academic observational drawing and moves through painting and various mediums of conceptual multi-media work based on contemporary art. The assignments are individualized after the in-class observational drawing projects. This allows each student to explore aspects of visual art at their own pace, which is needed to create a portfolio for applications to art colleges, liberal arts colleges, and summer programs. The course includes in-class projects, homework, journal, and an at-home semester project.

Course Title*Course Summary**0.5 Credit***WEAVING AND FIBERS**

This course will explore the use of the four harness floor loom. Students will warp a loom and weave a sampler, which will expose them to the basic skills involved in the weaving process as well as a variety of weave structures. Students will learn how to design and weave projects of their choice throughout the semester. Working on their own levels, students will have the opportunity to develop their technical and creative skills as well as exploring weaving techniques, structures, color, design, texture, different fibers, weaving in other cultures and fiber artists. Students can weave as many projects as time will allow. Students are encouraged to enter their finished projects at the Maryland Sheep and Wool Festival in May.

Course Title*Course Summary**0.5 Credit***ACTING**

This course gives students the opportunity to develop acting, public speaking, and communication skills. The emphasis is on experiential learning and the artistic process. Students develop ensemble skills and build confidence through improvisation and theater games. Students learn to analyze a script and use aesthetic language while collaborating with their peers in the production of scenes and monologues. The course explores a range of performance styles taken from theater history. Attendance at all Sandy Spring main stage productions and, at least, one outside production is expected. No previous experience is required to take this course.

Course Title*Course Summary**0.5 Credit***CERAMICS**

This studio course provides an introduction to the potter's wheel; wedging, centering, opening, throwing, shaping, re-centering, trimming, drying, and glazing. Hand-building and decorating will also be covered.

Course Title

Course Summary

0.5 Credit

WOODWORKING

This class is designed to help students develop basic woodworking skills by learning the safe and proper use of tools, the nature of wood as a construction material, principles of sound design and construction, and some introduction to furniture styles, aesthetics, and history. Students will learn to identify and use both traditional hand tools and power tools. Once students have developed a base of knowledge, they can move on to designing and constructing individual projects. No prior woodworking experience is necessary; no prerequisites. Students may repeat the course in order to take on more advanced projects.

Course Title

Course Summary

0.5 Credit

STAGECRAFT

This course focuses on the technical side of theater and event production. Students develop artistic vocabulary and technical knowledge of lighting, set, sound, props, costume design, and production through hands-on experience. Students learn to perform various roles on the production team, and take on responsibility for running school performances. **Participation will require evening and weekend rehearsals as the performance dates approach.** No previous experience is required.



1st Semester Arts Courses

Course Title

Course Summary

0.5 Credit

CHORUS

Any student may take Chorus. Students are expected to participate in performances. However, they need not be accomplished singers, they just need to attend and try their best. The chorus performs at school assemblies, Friends House and other places at various times during the semester, including the holidays. **Note that this course will require evening performance(s).**

Course Title

Course Summary

0.5 Credit

PLAY PRODUCTION

This course will give students the opportunity to experience the process of developing and producing a theatrical performance. The main focus of this course will be the rehearsal process and performance of the Upper School play. Students will also develop their acting techniques through monologue work, scene study, and improvisational exercises. A commitment to weekend and evening rehearsals are a required part of this course. No previous acting experience is required. This course is for students interested in acting in the production, students should sign up for Stagecraft if they are interested in working backstage. **A commitment to weekend and evening rehearsals are a required part of this course.**

2nd Semester Arts Courses

Course Title

Course Summary

0.5 Credit

MUSICAL PRODUCTION

The annual Sandy Spring musical is a full-length, staged production that culminates several months of musical and dramatic rehearsal. While students have the opportunity to audition for lead roles, the work selected each year clearly focuses on the chorus as the primary dramatic force. No audition is required for participation in the chorus. All are welcome and encouraged to participate. **Participation will require evening and weekend rehearsals as the performance dates approach.**





Electives





Electives

Electives

Elective courses are those courses which do not fit neatly into a particular academic department, but may be taken for graduation credit. These courses, or any other upper level course in a department, may be used to fulfill the “elective credit” requirement for graduation.

Full Year Elective Course Offerings

Course Title

Course Summary

0.25 Credit Per Semester

Prerequisite: The class is open to 10th, 11th, and 12th grade students. **All students enrolled in the course are required to attend and participate fully in the conference – which requires additional expenses (generally \$600-\$700).** Scholarships may be available.

MODEL U.N.

The course focuses on preparation for participation in a Model United Nations conference. The conference includes a simulation of the United Nations and related organizations. Students prepare for the conference by researching issues and countries, writing and editing position papers, and practicing speeches and debates. This is a two semester course. Students must sign up for both semesters. Mandatory Model U.N. meetings will take place weekly on Mondays & Wednesdays during Academic Help.. This class is graded on a Pass/Fail grading scale. Full attendance at the conference and completion of a position paper is mandatory to pass this class.

This class will be capped at 15 students. Each student must submit an application to the History Department Head to be admitted into the class.

Course Title

Course Summary

1 Credit

YEARBOOK

Students will learn the basics of page layout and design and apply these skills in the creation of the school's yearbook. Along with the Jostens Year Tech plug-ins, we will be using Photoshop to digitally enhance electronic photos and images that will be placed on the pages. We will cover design, typography, and layout skills, as well as digital photography and optimizing high-resolution images for print publication. Students must have the maturity to work independently and responsibly.

Semester Elective Courses

Course Title**NEWSPAPER I/II***Course Summary**0.25 Credit Per Semester*

This course is open to students either experienced or interested in journalism and creative writing. Participants new to this course will learn the fundamentals of journalism and contemporary media. Returning students will continue the development of their writing technique and may take on editorial, leadership positions. According to student preferences, the staff will work on articles and literary pieces (essays, narratives, and poetry), take photographs, and design pages for the student online journal, The Wildezine. This publication is a student forum, and students interested in telling the stories of their community and making a difference at Sandy Spring Friends School are encouraged to join. This class will be capped at 15 students. Each student must submit an application in order to be admitted into the class. Prerequisite: The class is open to 9th, 10th, 11th, and 12th graders. All students enrolled in the course are required to attend and participate fully in twice weekly Academic Help (3:10-3:40) sessions on Tuesdays & Thursdays. Please note that The Wildezine elective class is taken for course credit and is graded on a Pass/Fail basis. Students will be required to write four pieces per semester.





International Student Courses



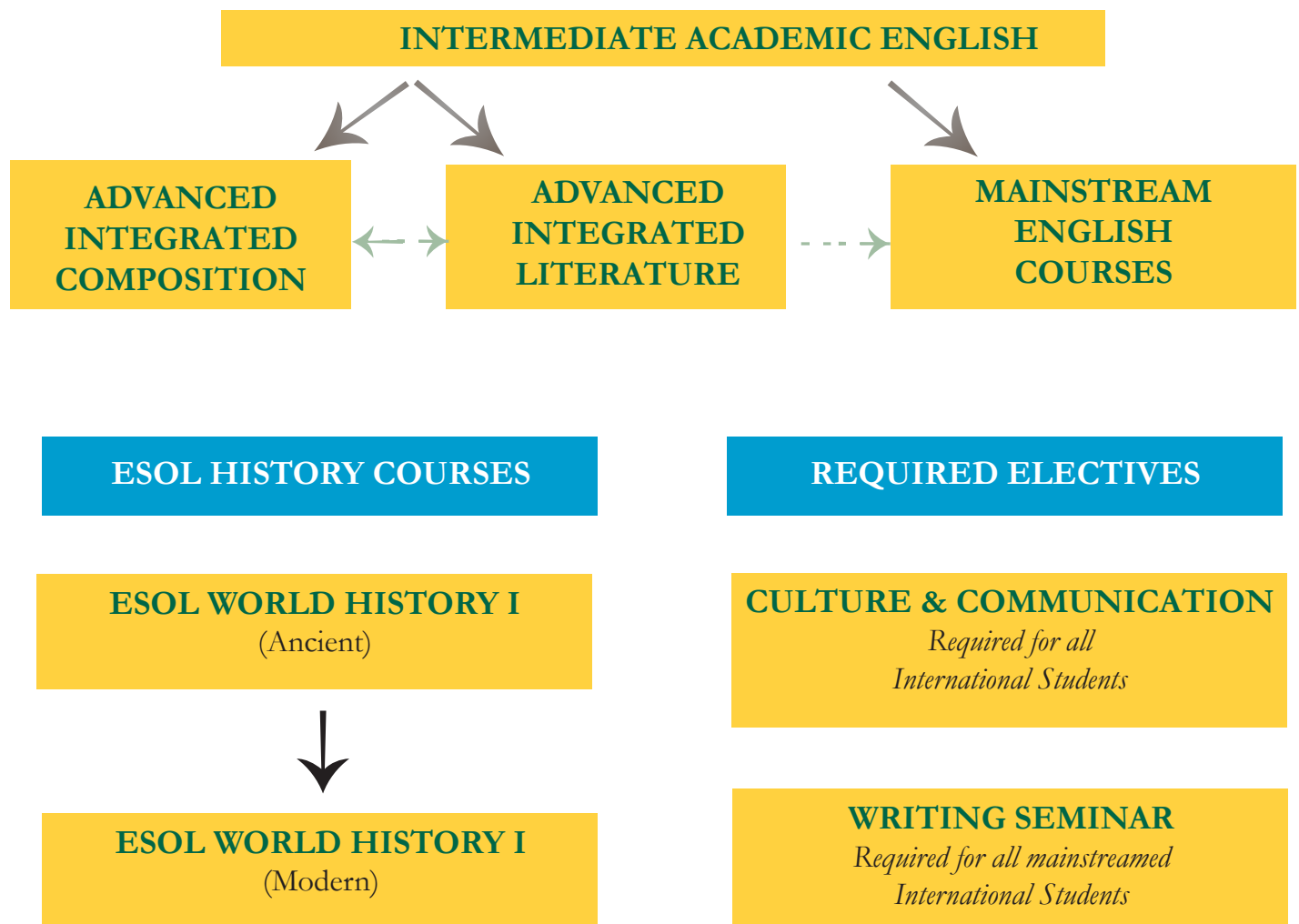


International Student Courses

International Student Courses

Students who come to Sandy Spring Friends School from other countries are considered International Students. SSFS seeks to fully integrate International Students into the academic and non-academic life of the school. To that end, International Students are required to complete certain courses to develop their cultural and linguistic competence. English Language Learners (ELLs) may be enrolled in English for Speakers of Other Languages (ESOL) courses, based on the school's evaluation of their current proficiency level. Students must demonstrate appropriate proficiency in order to advance to the next level ESOL course or to be allowed to take non-ESOL classes in either history or English.

Suggested Sequence of International Student Classes



International Student Courses Offered Each Semester

Course Title

Course Summary

0.5 Credit

CULTURE & COMMUNICATION

Sandy Spring Friends School strongly believes that language and culture are deeply intertwined and that living in another country provides students a unique opportunity to become more aware of the deeper roots beneath surface manifestations of culture. For that reason, all international students are required to take one semester of Culture and Communication, which counts as an elective credit. The goal of the course is to make crossing cultures a positive, productive and enriching experience, by helping students compare and contrast features of their own cultures with those of the United States while strengthening intercultural awareness, and developing sociocultural analytical skills. Through readings, films, class discussion, surveys, interviews, presentations, and writing assignments, students will explore what it means to be a global citizen, and analyze how the local culture interacts with other cultures and vice versa. This course also provides a grounding in Quakerism, both in the context of Sandy Spring Friends School and globally. This course satisfies the Quakerism requirement for international students.

Course Title

Course Summary

0.5 Credit

WRITING SEMINAR

Writing in the academic style required by universities can be a challenge even for top students. This course is designed to support and improve organization, vocabulary, and grammar in academic writing, and earns elective credit. Writing Seminar supplements a student's regular English course, and does not replace it. As a primarily self-directed course, students learn to identify and incorporate reliable sources for research, to self-advocate in obtaining feedback, and to manage their time by setting short- and medium-term goals and later reflecting on their progress. All international students enrolled in a non-ESOL English or history course at SSFS for the first time are required to take two consecutive semesters of Writing Seminar. Domestic students may be referred for enrollment by faculty or advisors. Students who demonstrate success after the first semester by maintaining "A" grades in their English, History and Writing Seminar classes may, with the permission of these teachers, drop the class during the second semester.

Full Year English for Speakers of Other Languages (ESOL) Courses

Course Title

Course Summary

1 Credit

INTERMEDIATE ACADEMIC ENGLISH (ESOL)

This course is an integrated-skills course focusing on listening, speaking, reading and writing at the low-intermediate level. The curriculum is flexible and adaptable to meet students where they are and prepare them to move to the next level, beginning with grammar and sentence level writing, and moving on to effective paragraphs and basic essay formats. Reading, vocabulary development, note taking, and summarizing skills are emphasized. Students also work extensively on the organization and delivery of formal oral presentations. The class is for English Language Learners (ELLs) who have intermediate English language skills, and need further work on grammar and complex sentence structures as well as reading and composition skills. Upon successful completion (69.5%) of this course, students can move on to either Advanced Composition (ESOL) or Advanced Literature (ESOL).

International Student Program

Course Title*Course Summary**1.0 Credit***ADVANCED COMPOSITION (ESOL)**

This course is an integrated-skills course designed to prepare high-intermediate level English Language Learners (ELLs) to succeed in American high school and college classrooms. Students improve their skill at writing essays following different academic formats, refine their grammar and editing skills, increase their academic vocabulary, and improve their overall academic English-language proficiency in speaking, pronunciation, listening, writing, and reading. Class lessons are communicative and involve authentic usage/assessments of English. Students deliver oral presentations, discuss interdisciplinary readings in groups and pairs, write essays and narratives, and practice strategies to build a strong vocabulary. Upon completion (69.5) of this course, students may take Advanced Literature (ESOL), or, by teacher recommendation, enroll in a non-ESOL English class.

Course Title*Course Summary**1.0 Credit***ADVANCED LITERATURE (ESOL)**

This course is an integrated-skills course designed to prepare high-intermediate level English Language Learners (ELLs) to succeed in American high school and college classrooms. The class provides ample practice in formal composition but focuses intensively on developing higher-order reading and literary analysis skills. The students are exposed to a wide range of English fiction and nonfiction. The course seeks to develop students' ability to read, analyze and share, both in writing and orally, their perceptions of the works read. Students also work to integrate ideas from different readings into coherent analytical written works. Upon completion of this course, students may take Advanced Composition (ESOL), or, by teacher recommendation, enroll in a non-ESOL English class.

Full Year ESOL History Courses

Course Title*Course Summary**1.0 Credit***WORLD HISTORY I (ESOL)**

This course helps English Language Learners to develop the reading, writing, listening, and speaking skills to be active, confident participants in high school and college history classes. World History I (ESOL) is closely aligned with the non-ESOL sections of World History I, and will cover the same time frame: from the beginnings of human society through the Middle Ages. In addition to historical content, students learn effective note-taking skills, vocabulary strategies, summarizing, paraphrasing, and other academic skills. By conducting regular short research projects, students learn to identify and incorporate reliable sources, cite sources, avoid plagiarism, manage their time, and revise their work to meet the academic expectations of higher education in the United States. Upon completion of this course, students may take World History II (ESOL), or, by teacher recommendation, enroll in non-ESOL history classes.

Course Title*Course Summary**1.0 Credit***WORLD HISTORY II (ESOL)**

This course helps English Language Learners who have completed World History I (ESOL) to further develop the reading, writing, listening, and speaking skills they need to be active, confident participants in high school and college history classes. World History II (ESOL) is closely aligned with the non-ESOL sections of World History II, and will cover the same time frame: from the Middle Ages through the present day. In addition to historical content, students continue to refine their academic skills. More independence is expected at this level when conducting research projects, but students continue to receive support in identifying and incorporating reliable sources, citing sources, avoiding plagiarism, managing their time, and revising their work to meet the academic expectations of higher education in the United States. Upon completion of this course, students usually take United States History and Government with domestic students.





Physical Activities & Sports





Physical Activities & Sports

Physical Activities

Requirements

Students in the 11th and 12th grades are required to complete at least one unit of physical activity per year. Students in the 9th and 10th grades are required to complete at least two units of physical activity. This requirement can be met through participation on an interscholastic sport team, taking an intramural elective after school, or by taking a Physical Education class offered during the school day or after school. Off campus sport or physical activity can also meet the requirement but needs to be approved each semester by the Physical Education Department Head. Interscholastic sports teams require after-school commitments, in addition to some evening and weekend commitments for games, tournaments, and/or practices.

Block Schedule Classes

The following Physical Education classes meet during the school day::

Course Title

Course Summary

0.5 Credit

MODERN DANCE

This arts course may be taken for physical education credit. However, it cannot count for both an arts course and a physical activity at the same time. See full description under Arts courses offered each semester.

Course Title

Course Summary

0.5 Credit

YOGA

Yoga is a system for achieving radiant health. Yoga practice promotes flexibility and strength and provides support for the serious athlete and dancer to help prevent injuries. Yoga postures reduce stress in the mind and body and can improve one's mental attitude. Yoga also provides a non-competitive outlet for physical activity.

Course Title

Course Summary

0.5 Credit

FUNDAMENTALS OF ROCK CLIMBING

Fundamentals of Rock Climbing is a semester-length rock climbing class that is offered during the school day. Students will learn knot tying, how to properly use a safety harness and proper belay technique. Significant time will be spent practicing movement and developing sport-specific strength. Students will learn proper spotting technique and how to boulder (un-rope climbing). The latter third of the course will be spent teaching advanced technical skill sets like anchor building, how to lead climb, and how to place traditional protection. Fundamentals of Rock Climbing is limited to twelve (12) students.

After School Classes

The following Physical Education classes meet after school three times a week and may include weekend activities.

Course Title	OUTDOOR LEADERSHIP
<i>Course Summary</i>	Outdoor Leadership is open to all students in the Upper School. The class meets three times a week after school. The midweek meetings are generally on campus and Fridays are generally spent traveling off-campus. Each section of the course culminates in a two-night overnight expedition in the mid-Atlantic.
<i>0.5 Credit</i>	
<i>Prerequisite:</i> Each student must complete an application and be admitted to the course.	Outdoor Leadership teaches students wilderness living skills and practical leadership for surviving in the wilderness. The class teaches technical skills while emphasizing core leadership and wilderness living skill. Outdoor Leadership is limited to twelve (12) students per section.
Course Title	FARMING FOR FITNESS
<i>Course Summary</i>	This course is designed to teach the life-long skills of gardening and organic food production through structured physical activity. Students will work on the campus farm to master hand tools and harvest fresh produce for delivery to the cafeteria. The goal of the course is for students to find the intersection between personal and environmental health through work and food.
<i>0.5 Credit</i>	
	Dirt and sweat are unavoidable elements on the farm and participants will need to dress and hydrate appropriately. Each class will be a combination of physical activities and theory explaining how the job relates to broader issues of sustainability. Some reading assignments will accompany outdoor work.
	This class meets Fall and Spring seasons, three days per week after school and will be limited to 8 participants.

Intramural Sports

Intramural sports are offered three times a week as an after-school activity in which skills are emphasized through a tactical games approach method. Students are actively participating in specific sport game play to gain experience and an appreciation for that sport.

Fall Intramural

Kickball
Soccer

Winter Intramural

Morley Games

Spring Intramural

Volleyball
Outdoor Leadership

Interscholastic Sports

Interscholastic teams practice daily, after school, with meets scheduled for weekdays and occasional weekends, sometimes including holiday weekends or vacation days.

Fall

Girls Soccer (V)
Boys Soccer (JV, V)
Girls Volleyball (JV, V)
Girls Cross-Country Running
Boys Cross-Country Running

Winter

Girls Basketball (V)
Boys Basketball (JV, V)
Ice Hockey
Rock Climbing

Spring

Girls Track and Field (V)
Boys Track and Field (V)
Girls Lacrosse (V)
Boys Lacrosse (V)
Boys Baseball (JV, V)
Coed Golf (V)



Internship Program & Community Se





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Internship Program

INTERNSHIP PROGRAM

A complete Internship includes a minimum of 60 hours career-related experience plus a reflection paper and oral presentation. Although students may begin their Internship during any term, interns might want to remain with the mentor for several terms yielding combinations of academic year and summer work time. These arrangements can be made on an individual basis if the mentor and the student agree to continue the internship beyond the semester. An Internship cannot be used to fulfill community service.

An internship is a non-credit, career-focused experience in research, business, industry, education, government, medicine, or social service that allows the student the opportunity to explore and clarify career choices in a particular field of interest while working with a mentor at a worksite for a defined period of time. Learning on the job can be uniquely beneficial. It requires the intern to use verbal, critical thinking, questioning and writing skills as well as meeting general workplace expectations. No matter what happens – success, failure, or adjustment – the student gains experience and acquires personal information to set lifetime goals. Internships are unpaid. A description of the student's internship experience will be recorded on their transcript. Students interested in pursuing internship opportunities must meet with the Internship Coordinator.



COMMUNITY SERVICE REQUIREMENT

The purpose of the community service program at Sandy Spring Friends School is to respond to the needs of others and to thereby enrich the school community and the lives of its members. Every Upper School student is expected to perform community service for the broader community, as well as service to the School.

Community service graduation requirement hours by year/semester of entry at SSFS are as follows:

Grade/Semester of Entry	Community Service Hours Needed	Intersession Hours	Total
9th/ Semester 1	80	20	100
9th/ Semester 2	69	20	89
10th/Semester 1	62.5	20	82.5
10th/Semester 2	50	20	70
11th/Semester 1	40	20	60
11th/Semester 2	28	20	48
12th/Semester 1	25	20	45

Only community service hours earned in the summer prior to 9th grade and through Upper School may count toward the graduation requirement. The community service requirement must be completed by the end of the first semester of a student's senior year. In addition, one service Intersession must be completed prior to graduation.



Curriculum Planning Guide

STUDENT NAME: _____

ADVISOR NAME: _____

	1st Semester	2nd Semester
9TH GRADE		
English	English 9	English 9
History	_____	_____
Mathematics	_____	_____
Science	_____	_____
Foreign Language	_____	_____
Arts	_____	_____
Electives	_____	_____
P.E./Sports	_____	_____
10TH GRADE		
English	English 10	English 10
History	_____	_____
Mathematics	_____	_____
Science	_____	_____
Foreign Language	_____	_____
Arts	_____	_____
Electives	_____	_____
P.E./Sports	_____	_____
11TH GRADE		
English	_____	_____
History	_____	_____
Mathematics	_____	_____
Science	_____	_____
Foreign Language	_____	_____
Arts	_____	_____
Electives	_____	_____
P.E./Sports	_____	_____
12TH GRADE		
English	_____	_____
History	_____	_____
Mathematics	_____	_____
Science	_____	_____
Foreign Language	_____	_____
Arts	_____	_____
Electives	_____	_____
P.E./Sports	_____	_____

