SANDY SPRING FRIENDS SCHOOL

UPPER SCHOOL CURRICULUM GUIDE

2026-2027 | FOR GRADES 9-12

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Curriculum at SSFS

Curriculum at SSFS is designed to offer a broad and engaging range of courses that support academic growth, intellectual curiosity, and personal exploration across disciplines. As is the case each year, the final list of courses offered and scheduled is dependent on student interest and enrollment. While we aim to make a wide variety of classes available, not all courses listed in this guide may run in any given year. In some cases, particularly for certain Advanced Placement (AP) courses, students may be enrolled at the school's expense in online sections through One Schoolhouse to ensure access to the full range of academic opportunities.

Course Load and Graduation Requirements

Each student is to carry a minimum load of six academic commitments each year enrolled in the Upper School. One of these must be a course from the English department.

To be eligible for graduation from Sandy Spring Friends School, students must complete a minimum of 21 academic credits plus the additional non-credit requirements found below:

Subject	**Required Number of Credits**
English	4 credits (English must be taken each semester)
History	3 credits (including US History or AP US History)
Math	3 credit (4 recommended, with a minimum completion of at least Algebra II)
Science	3 credits (to include 1 credit of Biological lab science and 1 credit of Physical lab science)
Global Language	3 credits (to include 3 years of the same language taken while in High School)
Arts	3 credits
Student Choice	2 credits

Additional non credit requirements:

Physical Education	Participation in 6 activities: 9th & 10th Grade: 2 physical activities in each year and 11th & 12th Grade: 1 physical activity in each year
Quaker Education	Participation in Advisory Programming
Intersession	Participation in an Intersession experience each year
Community Service	100 hours of community service performed while in high-school. This amount is prorated if a student enters after 9th Grade

Academic Records from Other Educational Institutions

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.

Once enrolled in SSFS, students may transfer up to one credit from courses outside of SSFS provided they are not courses currently offered or meet the guidelines below for conflicting courses). Students must obtain pre-approval from the appropriate department head and the Director of Academic Planning prior to enrollment for courses to be considered for transfer. Students who transfer to SSFS after ninth grade may not transfer any additional courses for credit towards the SSFS diploma during their tenure in the Upper School. The student/family assumes the cost of any outside courses taken. The Head of Upper School approves all credit transfer requests. 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. The GPA will include grades from courses that have been transferred to fulfill graduation requirements. Grades earned for courses not fulfilling the graduation requirement are not calculated into the cumulative GPA.

Advice from College Counseling

SSFS is an academically rigorous institution and is highly regarded among colleges and universities. Colleges will evaluate the degree to which students took advantage of their education here and how it fits with the mission and goals of their specific institution. All colleges have varying degrees of selectivity—some admit less than 10% of its applicants while others admit more than 80% of those who apply. Nevertheless, regardless of the level of selectivity of the college, the most important piece of information they will use in their evaluation is the student's academic record, or transcript.

Course selection decisions should always center on the interests and needs of the student. Rather than choose courses that they think colleges want them to take, students should choose the courses that interest and appropriately challenge them, and in which they will find academic success. Although SSFS graduation requirements prepare students for admission and success at most colleges, our minimum graduation requirements may not make students competitive for all colleges in the admissions process. Selective colleges expect its most competitive applicants to have:

- 4 years of English
- 4 years of Mathematics
- 3–4 years of Biological and Physical Lab Science
- 3–4 years of History
- 3–4 years of Global Language study

Students also need to make sure that they meet the criteria for any special programs at the school to which they are applying. If students are interested in architecture or attending an art school (visual or performing), a college will evaluate the range and levels of art classes they have completed. If students are interested in engineering, a college will consider the levels of Calculus and Physics they are on track to complete. In any case, students should work closely with their advisor and the college counseling office to come up with the best plan for them.

Ultimately, students are encouraged to make their own choices regarding academics and pursue challenges that are both appropriate and inspiring to the individual student. Colleges appreciate risk taking, but students need to take ownership of their choices and rise to the challenge. It is also important to understand that within the SSFS curriculum, logistically, students may actually 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 for further discussion with the college counseling office. Colleges know that these conflicts happen, especially in small independent schools like ours.

Deciding to Take Advanced Placement (AP) Courses

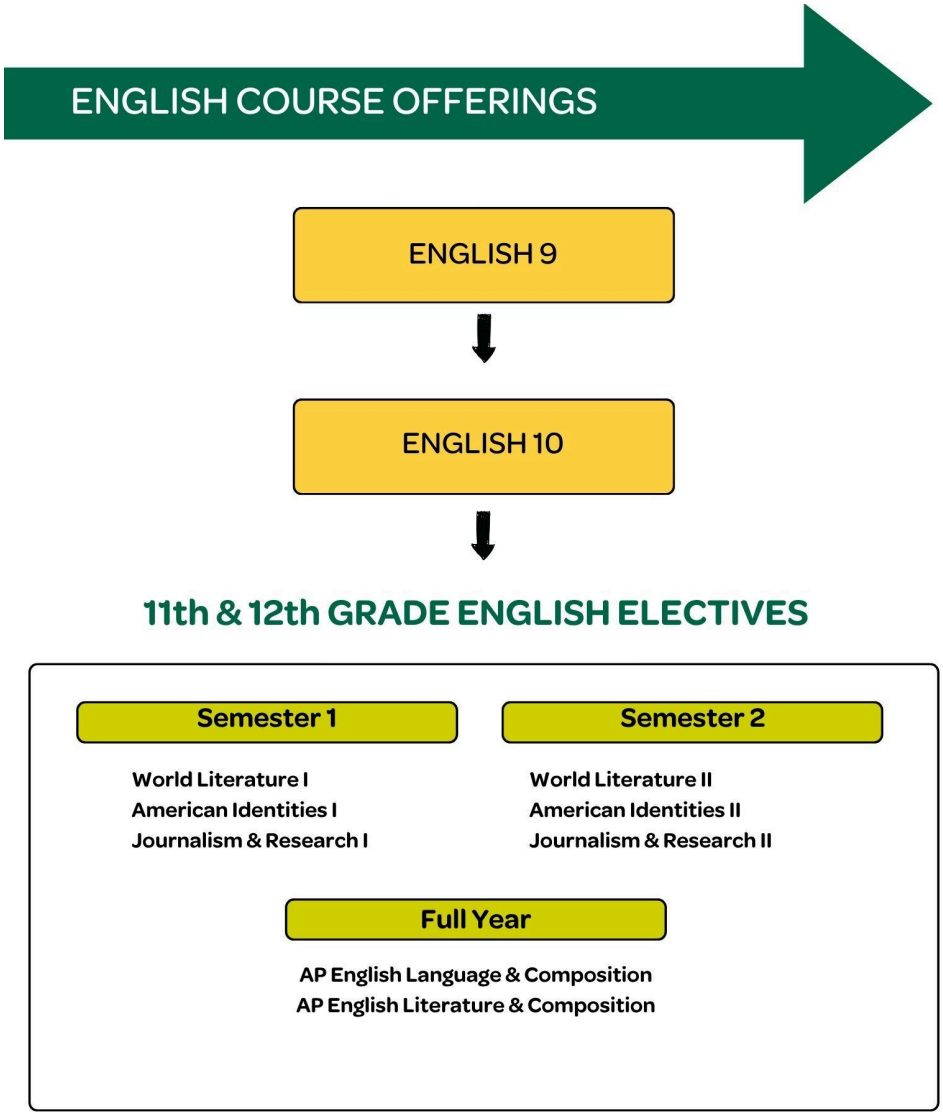
Colleges like to see students challenge themselves with AP courses but they also understand and value the rigor of the SSFS college-preparatory curriculum. AP courses only strengthen a college application if a student performs well in them and students should never feel pressure to take an AP class just for the sake of it. They should always enroll in the classes that are most appropriate for their strengths and interests.

Please note: AP courses are rigorous and require a significant amount of reading and writing outside of class. Students should be prepared to spend about twice the amount of time on independent homework as in their non-AP courses. All students taking this course must take the AP Exam in May.

English Courses

English 9 is required of all 9th grade students, and English 10 is required of all 10th grade students. With the exception of AP courses, courses for juniors and seniors are semester-length courses. English is required during each of the four years of Upper School. Students in all English courses engage in vocabulary study in order to develop their critical reading, writing, and language analysis skills.

English Course Offerings & Suggested Sequence of Courses



Full Year Courses: 9th and 10th Grade

Course Title *Course Summary* 1 credit	**English 9** The theme of English 9 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. Group discussions are an important component of this course, as students learn to articulate their ideas as well as listen to understand others' opinions and observations. Our writing curriculum includes a focus on developing strong paragraphs through the process of writing personal narratives and academic essays. We also work to develop explicit research skills. Texts studied in the past have included: • *Born A Crime* – Trevor Noah • *Persepolis* – Marjane Satrapi • *Lord of the Flies* - William Golding • *Romeo & Juliet* -William Shakespeare • Selected short stories, essays, and poetry
Course Title *Course Summary* 1 credit	**English 10** This "Worlds of Literature" course is designed to connect the students' real world with the literary and academic world. To achieve this goal, students will read texts (including short stories, graphic narratives, poems, a novel, and a play) written by authors from diverse cultures and communities. Composition instruction focuses on the development of writing skills in exposition, interpretation, and argument, while students hone their research skills by creating and pursuing their own research projects inspired by their narrative of choice. Students also have the opportunity to write creatively. Texts studied in the past have included: • *Unbroken: 13 Stories Starring Disabled Teens* - Marieke Nijkamp • *Fahrenheit 451* - Ray Bradbury

	• Modern banned books based on students' choice • *Hamlet* - William Shakespeare • Graphic narratives such as *The Best We Could Do* (Thi Bui), *I am Alfonso Jones* (Tony Medina, Stacy Robinson, and John Jennings), *Maus I and II* (Art Spiegelman), *March I and II* (John Lewis, Andrew Aydin, and Nate Powell), *The Year of the Rabbit* (Tian Veasna), and *Shubeik Lubeik* (Deena Mohamed), *Boxers & Saints* (Gene Luen Yang).

Full Year Courses - 11th and 12th Grade

Course Title *Course Summary* 1 credit	**AP English Language & Composition** AP English Language and Composition is an advanced course focused on developing skills in rhetorical analysis, argumentation, and synthesis. Through the close reading of diverse nonfiction texts and creative works—including essays, speeches, letters, news articles, government reports, songs, advertisements, short stories, and a novel—students gain enduring understandings of four "big ideas" at the core of the course, involving the rhetorical situation (e.g., context, audience, speaker, exigence, purpose), claims and evidence, reasoning and organization, and style. Through extensive writing practice, student-led discussions, and a major research project, students cultivate their abilities to think critically and communicate compellingly about complex texts with precision and insight, as well as their abilities to synthesize multiple sources of information and craft arguments that are clear, coherent, well-supported, persuasive, and nuanced. By the end of the course, they should be prepared to succeed not only on the AP Exam, but also in university-level writing, and to engage more confidently and effectively in civil discourse. **Prerequisites**: Students must have earned a minimum grade of a B in English 10 or their most recent English course.

Course Title *Course Summary* 1 credit	**AP English Literature & Composition** In this course, 11th and 12th grade students will investigate major texts and themes of literature. We will read challenging poetry, novels, and plays to engage in discussions and projects designed to spur critical thinking. Students will write in a variety of modes, target effective purpose, develop concise, evidence-driven arguments, and think critically about language and technique as they shape narratives--both their own narratives and that in the works we read. Students will also prepare for the Advanced Placement examination in English Literature in the spring. Some writers we may study include: ● William Shakespeare ● Tim O'Brien ● August Wilson ● Mary Shelley ● Oscar Wilde ● Gloria Naylor ● Robert Louis Stevenson ● James McBride **Prerequisites**: Students must have earned a minimum grade of a B in English 10 or their most recent English course.

1st Semester English Courses: Grades 11 and 12

Course Title *Course Summary* 0.5 credit	**World Literature I** This course will explore elements of the human condition that are universal around the globe, particularly the ideas of how our histories and governments shape and influence our identities. Close reading will guide students' critical analysis and academic discourse as they explore ancient and contemporary voices from East and Central Asia. Essential literary devices such as setting, characterization, motif, conflict, and theme will be at the forefront of our discussions of poetry, plays, short stories, and novels. Students will have an independent reading component to the course. For their compositions, students will use a systematic approach to explore and deepen their own ideas of the story and narrative structure.

	Texts studied in the past have included: ● *The Memory Police* – Yoko Ogawa ● *Sotoba Komachi* (ancient) & *Sotoba Komachi* adaptation by Yukio Mishima ● *Caspian Rain* – Gina Nahai ● *The White Tiger* – Aravind Adiga
Course Title *Course Summary* 0.5 credit	**American Identities I (New)** This course is designed to offer students an overview of how certain groups of American Identities have emerged in American literature. From the mythologies of the Western rugged individual and the genteel South, to the hardworking, blue collar industries of the Midwest and Northeast, students will identify various groups, how they've become ingrained in popular understandings of America and where those mystiques fall short. Through a study of novels, plays, poetry, and essays, students will explore different experiences of America. They will read classic and contemporary works of American literature and make connections to current tropes and trends in American culture. Students will develop their analytical writing skills through regular informal and formal practice. Representative Texts Include: *The Scarlet Letter* - Nathaniel Hawthorne *The Crucible* - Arthur Miller *John Proctor is the Villain* - Kimberly Bellflower *Whereas*- Layli Long Soldier *Crazy Brave* - Joy Harjo *When the Emperor Was Divine* - Julie Otsuka
Course Title *Course Summary* 0.5 credit	**Journalism & Research I (New)** Journalism is among the most essential professions in a thriving community. This course will cover the basics of journalism: newsworthiness, editing, opinions and reviewing, sports writing, writing for social media, and ethics. Editing and research are elemental to all journalism, and students will learn a variety of editing and research techniques, emphasizing the integrity of the process and sources. Students will learn the history of different forms of journalism, as well as understand the institutions that regulate them, such as the

	FCC. The class will cover current journalistic trends, including the differences between rural and urban newspapers and the thresholds between regional and local newsworthiness. Students will interview journalists and other high school journalism teachers and students around the country. Monthly articles will be published in *The Wildezine*, the school's online newspaper. Students will study traditional forms of literature to support their analytical reading, writing, and discussion abilities. Representative texts include: ● *Tell it True* - Tim Lockette ● *Hearts Unbroken* - Cynthia Leitich Smith ● A variety of short stories and poems

2nd Semester English Courses: Grades 11 and 12

Course Title *Course Summary* 0.5 credit	**World Literature II** The second semester of World Literature continues to explore elements of the human condition from around the globe, particularly the ideas of how our communities shape and influence our identities. Close reading will guide students' critical analysis and academic discourse as they explore contemporary voices from Africa, Latin America and the Caribbean. Essential literary devices such as setting, characterization, motif, conflict, and theme will be at the forefront of our discussions of poetry, plays, short stories, and novels. Students will have an independent reading component to the course. For their compositions, students will use a systematic approach to explore and deepen their own ideas of the story and narrative structure. They will also practice research in order to help contextualize the works they read, and they will conduct a quarter-long research project culminating with a traditional research essay. Texts studied in the past have included: ● "Master Harold"...*and the boys* - Athol Fugard ● *The Book of Chameleons* - José Eduardo Agualusa ● "No One Writes to the Colonel" - Gabriel García Márquez ● Short stories by Borges, Lispector, and Selvon
Course Title	**American Identities II (New)**

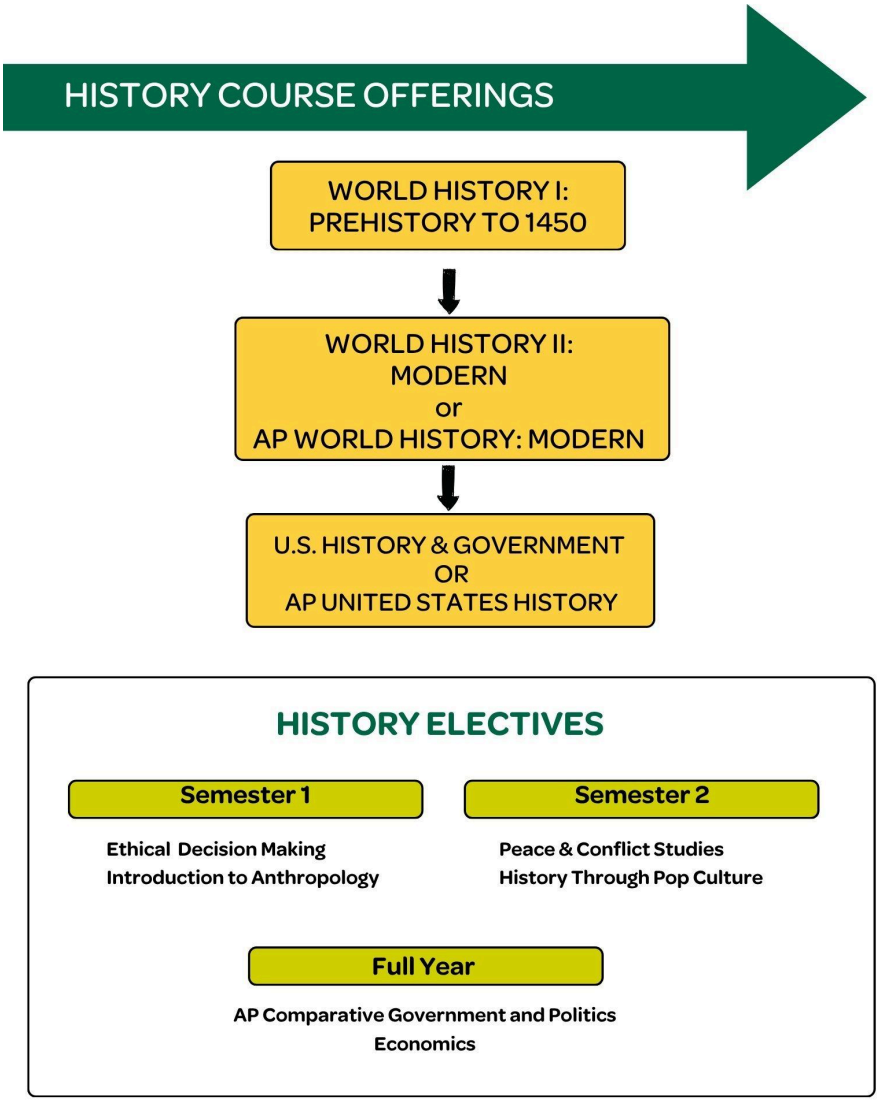
Course Summary 0.5 credit	In what ways do the founding mythologies of the Puritan and the western individualism still show up in American literature and where have they merged? What stories have built a new foundation of American identities within a society? With more of a focus on literature from the Midwest and the South, students will research one author from those regions. They will read a novel or memoir representing a particular "American Identity" and will conduct research around the topics raised in the work. Their research will culminate in a complete research essay using MLA standards. Using the major literary forms of drama, poetry, short and long fiction, students strengthen skills of analytic reading, writing, and discussion. Students will review grammar and literary devices in each unit. Representative Texts Include: ● *Hitting a Straight Lick with a Crooked Stick: Stories of the Harlem Renaissance* - Zora Neal Hurston ● *The Catcher in the Rye* - J.D. Salinger ● *The Bean Trees* - Barbara Kingsolver ● *All the Kings Men* - Robert Penn Warren ● *Sula* - Toni Morrison
Course Title *Course Summary* 0.5 credit	**Journalism & Research II (New)** Journalism is among the most essential professions in a thriving community. This course will continue building the foundation of journalistic practice and thinking begun in the first semester, from elements of newsworthiness to research, editing, and ethics. During Journalism II, students will learn and practice multi-modal forms of interviews and reporting, such as photojournalism, videography, and audio storytelling. They will also begin to write opinion pieces and reviews. They will be conducting independent reading in order to present reviews. Monthly articles will be published in *The Wildezine*, the school's online newspaper. Representative Texts include: *John Henry Days* - Colson Whitehead *Off the Record* - Camryn Garrett *The Quiet American* - Graham Greene A variety of short stories and poems

History Courses

Students are required to take a minimum of 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 or AP U.S. History required

History Course Offerings & Sequence of Courses



Full-Year History Courses

Course Title *Course Summary* 1 credit	**World History I: Prehistory to 1450** This full-year course explores the history of our world from prehistory 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 climate, geography, and patterns of interaction. Students will hone their analytical thinking skills, relate current events to regions of study, learn writing and basic research skills, and examine a mix of primary and secondary sources. Students will also work to improve their historical thinking skills such as document review, identifying 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: Modern** This course begins with a review of the state of the world in 1450 and extends through the modern era and current global issues. Students practice historical analysis skills such as sourcing, contextualization, corroboration, and close reading to evaluate the strengths and weaknesses of primary and secondary sources. In addition, the course also guides students in formulating an argument (thesis) and supporting it with strong evidence from primary and secondary sources. Students engage with content in a variety of modalities including small group work, reading, lecture, class discussion, visual and written source analysis, writing assignments, oral presentations, and opportunities to reflect.
Course Title *Course Summary* 1 credit	**AP World History: Modern** AP World History Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical

	arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students who are eligible for this course should be strong students in History, have an outstanding work ethic, and be prepared for standardized tests. Students should be willing to reach out for help to build any needed skills. Note: this class is not open to students who already have credit for World History II. All students are required to take the AP World History: Modern exam in May. *Prerequisite:* Students enrolling in this course must have earned a B or above in World History I (or most recent History Course).

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 meets the U.S. History graduation requirement. In this course, students will explore the contested meanings of American identity. Students will examine the historical context of current social, political, and economic debates in American society through the careful analysis of complex primary and secondary source material drawn from a wide-spectrum of American society and across the breadth of American history. The emphasis of the course is on relevant thematic engagement and skills development. Students will continue to refine their argumentation skills through a series of projects in which they present their conclusions in traditional and non-traditional formats. Students will also hone their collaborative skills through meaningful small group discussion and through giving and receiving constructive peer feedback.
Course Title *Course Summary* 1 credit	**AP United States History** This is a full-year course that meets the U.S. History graduation requirement. AP U.S. History is 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 pre-1492 Native American societies 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. While focused on the United States in particular, we will look at multiple points of view and a variety of sources to build the crucial skills of critical thinking, complexity, analysis, reading, writing, and more. Students who are eligible for this course should be strong students in History, have an outstanding work ethic, and be prepared for standardized tests. Students should be willing to reach out for help to build any needed skills. Note; this class is not open to students who already have credit for U.S. History and Government. All students are required to take the AP U.S. History exam in May. *Prerequisite:* Students enrolling in this course must have earned a B or above in World History II (or most recent History Course).
Course Title *Course Summary* 1 credit	**AP Comparative Government And Politics (Offered Every Other Year - Will Not Be Offered in 2027-2028)** 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. *Prerequisite:* Students enrolling in this course must have earned a B or above in World History II (or most recent History Course).

Course Title *Course Summary* 1 credit	**AP African American Studies (Offered Every Other Year - Not offered 2026-2027)** AP African American Studies (APAAS) is a collegiate-level course that will take a four-part journey through the history, literature, art, film, television, music, psychology, philosophies, cosmologies, mythologies, sociologies, anthropologies, education, scientific and religious innovations, and entrepreneurial and enterprising contributions of African-Americans , a diasporic people whose identity has served as their challenge, their triumph, and their transformation in the United States. The humanities-based approach to AP African American Studies roots this course in three major skill categories: applying disciplinary knowledge, source analysis, and argumentation. In addition to taking the AP examination in May, the course will offer regular assessments including, but not limited to, historical investigations, literary and rhetorical analyses, reflective and creative writing, oral presentations ranging from informal talks to formal debates, simulations, mock trials and moot courts; and an independent project to be assessed as part of the AP examination process. *Prerequisite:* Students enrolling in this course must have earned a B or above in either World History II or US History and Government (or subsequent History Course).

Full Year History Courses: Grades 10-12

Course Title *Course Summary* 1 credit 10th-12th	**Economics** This course explores the economic forces, institutions, and policies that shape our daily life and guide the actions of nations, organizations, and individuals. Economics provides tools for understanding many vital issues of our time such as climate change and sustainability, wealth inequality, immigration, technological disruption, and the role of government in society. The major units of study are (1) Foundations – introducing key questions and concepts, (2)Microeconomics – the structure of markets and decision making by individuals and businesses, (3) Macroeconomics – evaluating the overall performance of the economy and government policies to promote growth or stability, (4) Global Connections – trade, globalization, and economic development, and (5) Guided Individual Project – independently exploring an economic topic of personal interest. Instruction will focus on real-world applications and feature activities, simulations and projects that promote engaged learning. While the core curriculum does not focus directly on personal finance or business management, it does provide background knowledge and analytical methods relevant to those areas. While this is not a math class, it shares similar critical thinking skills as a math course *Prerequisites:* Students must have completed Advanced Algebra II or be concurrently enrolled in it.

1st Semester History Courses: Grades 11 and 12

Course Title *Course Summary*	**Ethical Decision Making** **May be offered on an alternating basis and/or depending on enrollment* What does it mean to behave in an ethical way? Is what is legal always the same as what is ethical? What ethical obligations do doctors,

0.5 credit 11th Grade	lawyers, journalists, therapists, and members of various other professions have? This semester-long course will delve into the core principles of ethics, and investigate philosophical, historical, moral, religious, and social aspects of decision making. The course will be heavily discussion-based, and students will develop their skills at analyzing complex dilemmas, considering various viewpoints, weighing options, and explaining their conclusions. The curriculum will pull from both real world and hypothetical scenarios and case studies, allowing students to think critically and communicate their reasoning in answering ethical questions. *Prerequisite:* Students should be prepared to engage actively in a discussion-based course that includes advanced readings.
Course Title *Course Summary* 0.5 credit 11th Grade	**Introduction to Anthropology** **May be offered on an alternating basis and/or depending on enrollment* This college-preparatory course will explore the diversity found in the human condition around the world. A social science derived from sociology, anthropology is the study of culture and society. The "four branches" will be surveyed–these are sociocultural, biological, physical (archaeology), and linguistic. Anthropology is a highly interdisciplinary field! Students will practice suspending their own values and norms in order to investigate how people "do what they do" in vastly different (or surprisingly similar) ways. Not a geography class or world studies class, this course focuses on understanding theories and methods of analysis. Familiarized with ways of doing anthropology, students will then apply these approaches while studying examples of various cultures and societies across time. (Yes, that does include your own cultures!) Essential questions for this course include: How do anthropologists do their work? How can an anthropological mindset and toolkit be used by everyday people to look at and address today's issues? This course will include excerpts from books, articles, websites, and documentaries. Field trips and food-based activities will be planned as possible and desirable. *Prerequisite:* Students should be prepared to engage actively in a discussion-based course that includes advanced readings.

2nd Semester History Courses: Grades 11 and 12

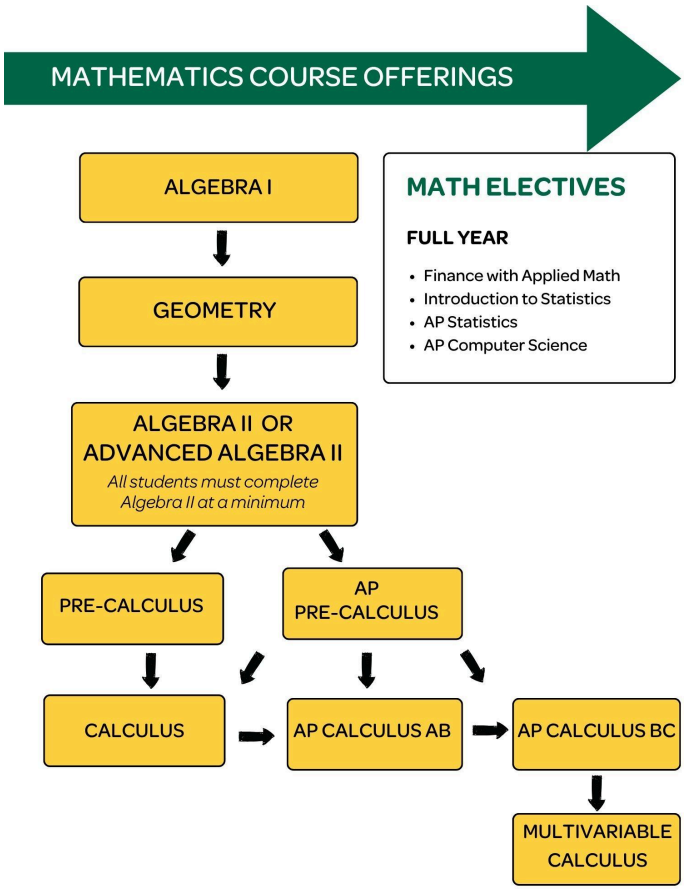
Course Title *Course Summary* 0.5 credit	**Peace & Conflict Studies** **May be offered on an alternating basis and/or depending on enrollment* How do various cultures handle conflict, and what happens when harmful behaviors go unchecked? How can conflicts be resolved without resorting to violence? What practices have been successful at repairing harm caused by violence? In this semester-long course, students will examine the causes and effects of conflict from an interpersonal to a global scale. When exploring these themes, students will investigate real-world, situational examples of conflict, from both the past and the present. Throughout this course, students will work to develop skills in analysis, research, communication, and collaboration. We will also take time to reflect on the Quaker testimony of non-violence, and examine ways in which organizations, NGOs, and other groups have worked toward healing and reconciliation, and alleviating the causes of war. *Prerequisite:* Students should be prepared to engage actively in a discussion-based course that includes advanced readings.
Course Title *Course Summary* 0.5 credit	**History Through Pop Culture** **May be offered on an alternating basis and/or depending on enrollment* This semester-long course examines how the history of the United States has been presented through various forms of popular culture. Using mediums such as film, television, literature, music, games, and other popular media, we will investigate how historical narratives have been created and distributed to the public, and how popular presentations impact Americans' understanding of their past. Through classroom discussion, readings, and projects, students will consider the ways popular presentations of American history have reflected broader economic, social, political systems as well as the structures and practices of inclusion and exclusion in society. To demonstrate their understanding of the course content, students will have the opportunity to design and complete a significant independent research project. *Prerequisite:* Students should be prepared to engage actively in a discussion-based course that includes advanced readings.

Mathematics Courses

Students are required to take a minimum of 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, and 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, strong work ethic, and motivation.

Math Course Offerings & Suggested Sequence of Courses



Full Year Math 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	**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. *Prerequisite:* Completion of Algebra I with a minimum grade of (C-).
Course Title *Course Summary* 1 credit	**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. *Prerequisite:* Completion of Geometry or equivalent course with a minimum grade of (C-).
Course Title *Course Summary* 1 credit	**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. *Prerequisite:* a grade of B+ or above in Geometry *Recommendation*: a grade of A- or above in Geometry.
Course Title *Course Summary* 1 credit	**PreCalculus** 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. *Prerequisite:* Completion of Algebra II with a minimum grade of (C-).
Course Title *Course Summary* 1 credit	**AP PreCalculus** AP Precalculus,a newly developed AP course, prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Units include Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions and Functions involving Parameters, Matrices and Vectors. *Prerequisite:* A-in Algebra II, B in Advanced Algebra II. *Recommended:* a grade of A or above in Algebra II, or a grade of B+ in Adv. Algebra II.
Course Title *Course Summary* 1 credit	**Calculus** This course provides an overview of the basic concepts of differential and an introduction to 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. *Prerequisite:* completion of Precalculus with a minimum grade of C-..
Course Title *Course Summary* 1 credit	**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. *Prerequisite:* A minimum grade of B in AP Pre-Calculus, or Calculus
Course Title *Course Summary* 1 credit	**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. *Prerequisite:* A minimum grade of A in AP Pre-Calculus, or a minimum grade of B or above in AP Calculus AB.
Course Title *Course Summary* 1 credit	**Multivariable Calculus** **May be offered through One Schoolhouse if there is low enrollment* This is an advanced mathematics course for students who have completed AP Calculus BC. It will primarily focus on multivariable calculus and explore applications of calculus. Students will study vectors and their applications, planes and curves in space, functions and limits, partial derivatives, directional derivatives, tangent planes, extrema, optimization, area and volume and multiple integrals, centers of mass and moments of inertia, line and surface integrals, Green's, Divergence and Stoke's theorems and first and second order derivatives *Prerequisite:* completion of AP BC Calculus with a minimum grade of C-..

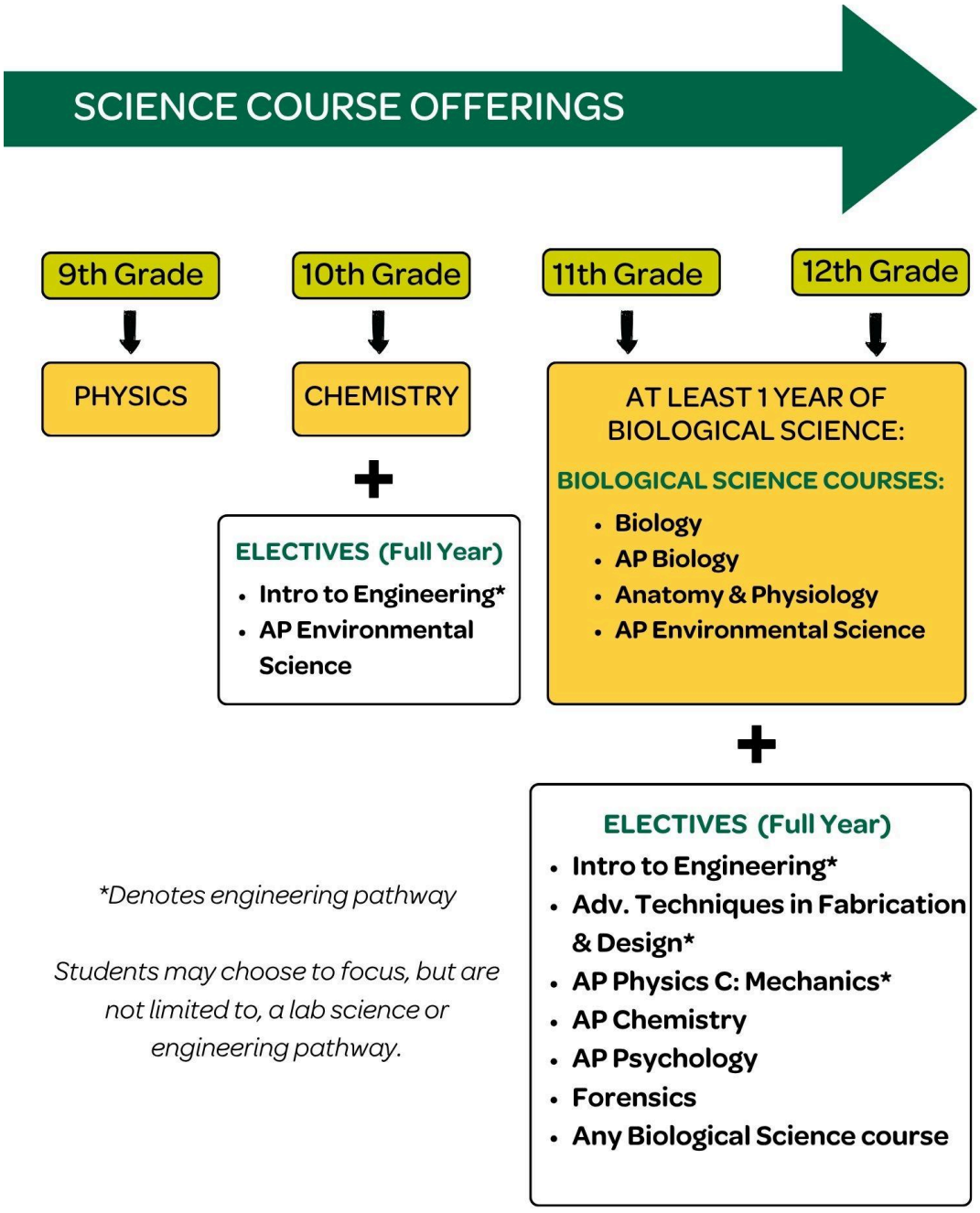
Course Title *Course Summary* 1 credit	**Finance With Applied Mathematics** This is a mathematical modeling course focusing on personal financial planning and management. Students will use skills and concepts from Algebra, Pre-Calculus, Probability and Statistics, Geometry and Calculus to solve financial 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. *Prerequisite:* Completion of Algebra II with a minimum grade of C-..
Course Title *Course Summary* 1 credit	**Introduction to Statistics** Using examples from pop culture, sports, entertainment and current events, this is an introductory project-based course on statistics and probability. This can be a stand alone math credit or this can also be taken as preparation for AP Statistics in the future. *Prerequisite:* Completion of Algebra II with a grade of C- or above. Open to 10th-12th grade students. 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.
Course Title *Course Summary* 1 credit	**AP Statistics** This course is a non-calculus-based introductory course in statistics. Students will examine statistics in all content areas and class activities and projects focus on data collection, analysis and real world applications.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. *Prerequisite:* A grade of B or above in Adv. Algebra II or Precalculus. Open to 10th-12th grade students. 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. *Recommendation*: a grade of A- or above in Adv. Algebra II or in Precalculus.
Course Title *Course Summary* 1 credit	**AP Principles of Computer Science** AP Principles of Computer Science is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. *Prerequisite:* Completion of Algebra II with a grade of B or above. In addition, students enrolling in this course should have a strong work ethic and be prepared to do independent research and problem solving. Open to 10th-12th grade students. Note: 10th grade students must take a second math class concurrently.

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**, **both with laboratory components.** Biology is strongly encouraged for students considering science-related majors. A fourth year of science is also recommended for those interested in selective colleges or fields such as engineering or medicine. Prerequisites for many science courses include mathematics, and sometimes prior science coursework as well.

Science Course Offerings & Suggested Sequence of Courses



Full Year Science Courses

Course Title *Course Summary* 1 credit	**Physics** Physics is the foundation for biology, chemistry, and all other science courses. What a student learns in Physics will be the basis upon which all of their knowledge from the disciplines of science builds. Through projects, labs, and problem-solving, students will explore Newton's Laws of Motion, momentum & collisions, rotational motion, electricity, and waves. Students will develop a deep, conceptual understanding of physics as they explore how physics relates to the real world. By developing a conceptual base of physical knowledge, students will be able to predict, calculate, measure, and observe their interactions with the physical world. This course will foster students' critical and analytical thinking skills for use throughout their lifetime. *Prerequisite:* Concurrent enrollment in Algebra l or above.
Course Title *Course Summary* 1 credit	**Introduction to Engineering** 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. The 2nd semester will focus on electromagnetic theory, circuit design, and basic programming. Students will spend time engaging in active, laboratory-based learning of basic electromagnetic and circuit theory. Students will then move on to use Arduino or a similar platform to build and program circuit-based projects in engineering.

	Prerequisites: Students should have completed Algebra l with a grade of C- or above. Open to 10th - 12th graders. Note: 10th grade students can enroll in this course as a second science.
Course Title *Course Summary* 1 credit	**Advanced Techniques in Design & Fabrication** This intermediate-level, project-focused, year-long course will build on the skills and knowledge developed in the introductory-level Engineering course, as students learn new techniques for manipulating metal, wood, and plastics in maker projects. Students will learn fundamental skills for working with both metal and wood, expand their knowledge of CAD and 3D printing, and learn the use and applications of a variety of hand and power tools to make project completion more efficient. Students will complete a number of projects throughout the year, focusing on multi-material design and construction, 3D design and printing, microcontroller programming and circuits. 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. *Prerequisites*: Completion of the Introduction to Engineering Course and completion of Algebra II with a grade of C- or above.
Course Title *Course Summary* 1 credit	**Biology** This course investigates the scientific method , chemistry of life, cell structure and processes, genetics, DNA and RNA, molecular biology, evolution, organism diversity and ecological relationships. Students develop observational and analytical skills through scientific inquiry, using microscopes to investigate preserved and living specimens, laboratory investigations, biotechnology and other modern methods to investigate topics in Biology. This course meets the biological lab science requirement for graduation. *Prerequisites*: Completion of Chemistry

Course Title *Course Summary* 1 credit	**Anatomy & Physiology** This college-level 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 analyze case studies, and investigate diseases and disorders pertaining to specific body systems. This course meets the biological lab science requirement for graduation. *Prerequisites:* Students need to have completed Biology or Chemistry.
Course Title *Course Summary* 1 credit	**Forensics** Forensics, when applied to criminal matters, is the application of the sciences (biology, chemistry and physics) to the study of crime. This course is designed to introduce the student to the world of forensic science. Students will investigate and explore the following topics: observation skills, crime scene investigation and evidence collection, hair and fiber analysis, fingerprints, blood spatter analysis, forensic toxicology, forensic entomology, forensic anthropology, death: manner, mechanism, and cause, and DNA profiling. This course is a hands-on class. *Prerequisites:* Students need to have completed Biology or Chemistry.
Course Title *Course Summary* 1 credit	**Chemistry** Chemistry is the study of matter and its properties. 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 it relates to the formulas of compounds, chemical reactions and calculations, states of matter and molecular forces, solutions, energy and kinetics, equilibrium, acids and bases. Students will perform experiments to reinforce topics covered in the

	classroom. This course meets the physical lab science requirement for graduation. *Prerequisite:* Students must have completed Algebra l with a grade of C- or above.
Course Title *Course Summary* 1 credit	**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. . This course meets the physical lab science requirement for graduation. *Prerequisites:* Completion of Chemistry with a grade of B or above. *Recommendation*: a grade of B or above in Algebra II.
Course Title *Course Summary* 1 credit	**AP Physics C: Mechanics** 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 design of laboratory experiments, scientifically rigorous data analysis methods, and precision writing of explanations of physical phenomena. This course meets the physical lab science requirement graduation. *Prerequisites:* Completion of Physics with a minimum grade of B. Concurrent Enrollment in AP Calculus AB or above.

Course Title *Course Summary* 1 credit	**AP Biology** AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions. This is a rigorous course that requires significant reading and writing, with approximately 8–10 hours of independent work outside of class.The course is aimed at enhancing their understanding of living organisms, how modern science is completed, and preparing students for the AP Biology exam. This course meets the biological science requirement for graduation. *Prerequisites*: Completion of both Biology and Chemistry with a grade of B or higher in at least one of the courses.
Course Title *Course Summary* 1 credit	**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 rigorous and fast-paced. The course involves several project-based units (including racing the SSFS Electric Car) as well as laboratory and field investigations. This course meets the biological lab science requirement for graduation. *Prerequisites*: Concurrent enrollment in Chemistry. Open to 10th - 12th graders. 10th grade students can enroll in this course as their 2nd science. Students enrolling in this course must have completed one year of a US science course with a grade of B or higher.
Course Title *Course Summary* 1 credit	**AP Psychology** AP Psychology is a full year course that introduces students to the systematic and scientific study of human behavior and mental processes. While analyzing the studies that have shaped the field,

	students will explore psychological theories, key concepts, and phenomena associated with major units of study. Students will investigate the biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas. AP Psychology is a rigorous course that requires students to engage in a significant amount of reading and writing where they will learn the foundational concepts that detail how and why people think and behave the way they do. *Prerequisite:* Students enrolling in this course must have earned a B or above in their most recent Science Course. This course is open to students in 11th and 12th grade.

Global Languages Courses

Students are required to take a minimum of three credits (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 above) in order to advance to the next level course. All global language courses are year-long courses.

Global Languages Course Offerings & Suggested Sequence

French

Course Title *Course Summary* 1 credit	**French Foundations** In this year-long course, students begin their study of French focusing on the fundamental building blocks of global-language study: listening comprehension, speaking, reading, and writing. Emphasis is on the development of proficient communication within the context of francophone culture. Students learn fundamental grammar as embedded in authentic spoken language and texts. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French in order to communicate about events taking place in the present and immediate future. Activities include simple conversations, compositions, games, interviews, oral presentations, and skits. Students develop cultural awareness of the francophone world through authentic materials, including video and audio recordings.
Course Title *Course Summary* 1 credit	**Intermediate French** In this year-long course, students build on a basic foundation of French, continuing to add more varied vocabulary and exploring more complex sentence structures and tenses including how to use the passé composé and imparfait together. Students are encouraged to use the target language through the four skills of speaking, listening, reading and writing. They are exposed to francophone culture around the world through authentic audio and video resources. Students are able to carry on basic conversations and write paragraphs that express their own thoughts, as well as listening to other opinions and comprehending level-appropriate texts. *Prerequisite:* Completion of French Foundations or equivalent with a grade of C- or above.
Course Title *Course Summary* 1 credit	**Pre-Advanced French** This year-long course focuses on the continued development of communicative competence in the target language and understanding of the variety of francophone cultures. Students gain confidence in

	creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written communications, and making oral and written presentations in French. Students are exposed to more complex features of the language, exploring more complex sentence structures and tenses including how to use the future, conditional, and subjunctive. Students are able to understand authentic materials presented on a variety of topics related to contemporary events and issues in the francophone world. *Prerequisite:* Completion of Intermediate French or equivalent with a grade of C- or above.
Course Title *Course Summary* 1 credit	**Advanced French** This year-long course seeks to prepare students to communicate effectively in French for travel, study, work, and to demonstrate proficiency in reading, writing, speaking, and listening comprehension. Through the voices of francophone writers, filmmakers, and poets, students will learn about family, relationships, media and technology, travel, and the environment. They will also consolidate their vocabulary and grammar usage, through an introduction to compound tenses, such as the plus-que-parfait, past conditional, future anterior, and past subjunctive. As there is a strong emphasis on oral communication, students need to be prepared to speak in an unscripted, spontaneous manner in class and in assessments. Students will be assessed through quizzes, compositions, oral responses, and presentations. *Prerequisite:* Completion of Pre-Advanced French or equivalent with a grade of C- or above.
Course Title *Course Summary* 1 credit	**AP French Language & 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 ACTFL Performance Guidelines for K–12 Learners. *Prerequisite:* Completion of Advanced French or equivalent with a grade of B or higher. Students who exhibit exceptional abilities in Pre-Advanced French can petition the Department Head to take AP French Language & Culture without having to take Advanced French.

Spanish

Course Title *Course Summary* 1 credit	**Spanish Foundations** In this year-long course, students begin their study of Spanish focusing on the fundamental building blocks of global-language study: listening comprehension, speaking, reading, and writing. Emphasis is on the development of proficient communication within the context of Hispanic cultures. Students learn fundamental grammar as embedded in authentic spoken language and texts. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish in order to communicate about events taking place in the present and immediate future. Activities include simple conversations, compositions, games, interviews, and oral presentations. Students develop cultural awareness of the Spanish-speaking world through authentic materials, including video and audio recordings.

Course Title *Course Summary* 1 credit	**Intermediate Spanish** Intermediate Spanish continues to expand upon grammatical concepts, build vocabulary and develop communicative skills via approaches similar to those used in Spanish Foundations. Students develop greater language competency and upon completion are able to produce in written and oral forms simple and some complex sentences and paragraphs on familiar topics using the present and past timeframes, as well as other structures such as the subjunctive, adverbs, commands and constructions with se. Students listen and read uncomplicated, but challenging texts and stories and upon completion are able to derive the basic meaning of what they read by applying acquired vocabulary and making inferences. Finally, students expand their cultural competency through frequent discussions about Spanish-speaking countries and their cultures. *Prerequisite*: Completion of Spanish Foundations or equivalent with a grade of C- or above.
Course Title *Course Summary* 1 credit	**Pre-Advanced Spanish** This year-long course focuses on the continued development of communicative competence in the target language and understanding of the variety of Hispanic cultures. Students gain confidence in creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written communications, and making oral and written presentations in Spanish. Students are exposed to more complex features of the language, exploring more complex sentence structures and tenses including how to use the future, conditional, and subjunctive. Upon completion, students are able to understand authentic materials presented on a variety of topics related to events and issues in the Spanish-speaking world. *Prerequisite*: Completion of Intermediate Spanish or equivalent with a grade of C- or above.
Course Title *Course Summary*	**Advanced Spanish: Contemporary Topics & Culture** With a focus on the 21st Century, this advanced-level language course

1 credit	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, and writing, by way of three modes of communication (Interpersonal, Interpretive, and Presentational). Students explore and analyze contemporary cultural topics while utilizing a variety of Spanish-language media to expand their vocabulary and refine their grammar. *Prerequisite:* Completion of Pre-Advanced Spanish or equivalent with a grade of C- or above.
Course Title *Course Summary* 1 credit	**AP Spanish Language & 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. *Prerequisite:* Completion of Advanced Spanish 2 or equivalent with a grade of B or higher. Students who exhibit exceptional abilities in Advanced Spanish 1 or equivalent can petition the Department Head to take AP Spanish Language & Culture without having to take Advanced Spanish 2 or equivalent.

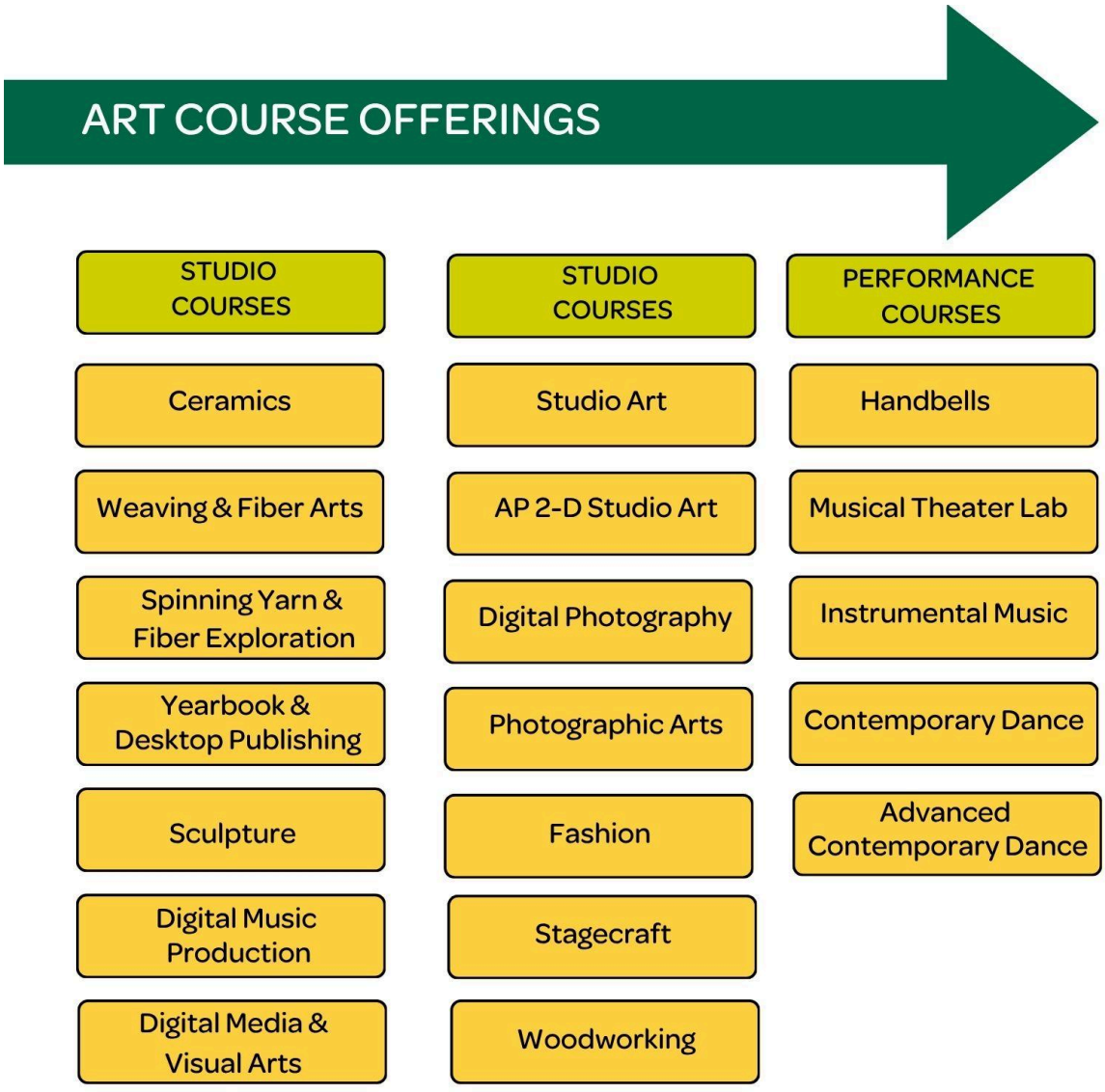
Arts Courses

Students are required to take a minimum of three credits of arts for graduation. 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.

Enrollment in the following courses will require participation in evening performances: **Instrumental Music, Vocal Music, & Handbells.**

Enrollment in the following courses will require evening and weekend rehearsals as the performance dates approach: **Advanced Contemporary Dance, Contemporary Dance, Stagecraft, and Instrumental Music I and II.**

Art Course Offerings



Year-Long Art Courses

Course Title *Course Summary* 1 credit	**Studio Arts** This year-long Studio Arts course is designed to build foundational skills and confidence in visual expression through various media and techniques. The first semester focuses on drawing and painting, introducing students to observational skills, composition, color theory, and various wet and dry media, including graphite, charcoal, ink, acrylic, and watercolor. Students will explore personal voice while developing technical proficiency and creative problem-solving. In the second semester, the course shifts to printmaking and sculpture, offering hands-on experiences with relief and monotype printmaking and additive and subtractive sculpture techniques using materials such as foam, polymer clay, wire, cardboard, and found objects. Students will engage in individual and collaborative projects emphasizing the elements and principles of design, art history connections, and the development of a personal artistic vision. Critiques, reflection, and visual journaling are integrated throughout the course to encourage thoughtful engagement with process and product. This course prepares students for advanced visual arts study and fosters a lifelong appreciation for creative expression.
Course Title *Course Summary* 1 credit	**AP 2D Art and Design** The AP Art and Design course is designed for highly motivated, self-directed art students who demonstrate an understanding of art design and principles and the ability to work independently and collaboratively. This rigorous full-year course requires high-level technical art skills in two- and/or three–dimensional art. Mediums may include painting, drawing, printmaking, collage, and sculpture. Students will develop as independent thinkers while deepening their understanding of artistic language and principles. Through sustained investigation of a self-selected theme, students will create meaningful, cohesive bodies of work. Critical reflection is an essential component of the course; students will regularly participate in critiques and produce written artist statements that thoughtfully analyze their own work and the work of others.

	By May, students will have developed a culminating portfolio of themed works that meet the criteria set forth by the College Board. This includes 8-15 finished works, along with pProcess documentation and written components that demonstrate artistic growth. This full year course is designed for students who wish to create a portfolio of work. Due to the fast-paced and intensive nature of the course, students are expected to work outside of class to meet deadlines and fully develop their portfolios. This course is intended for students who are committed to building a strong, portfolio-ready body of work. *Prerequisite:* Studio Arts (Full Year or both Studio Art I and II).
Course Title *Course Summary* 1 credit	**Ceramics** This year-long, studio-based course introduces students to the fundamentals of working with clay through various hand-building and wheel-throwing techniques. In the first semester, students will focus on foundational hand-building methods including pinch, coil, and slab construction, while also learning essential ceramic vocabulary, surface treatments, and glazing techniques. Emphasis is placed on craftsmanship, creative problem-solving, and personal expression. Students will also develop best studio practices, including maintaining a clean and safe workspace, handling tools and materials properly, and participating in the responsibilities of a shared studio environment. By mid-semester, students will receive an introduction to wheel throwing, where they will learn to center clay and create basic forms on the potter's wheel. In the second semester, students will continue developing their skills through wheel throwing and hand-building, exploring more complex forms and personal design ideas. Projects may include functional pottery, sculptural works, and mixed media experiments. Students will be encouraged to reflect on their artistic choices and build a body of work that demonstrates growth in technique, creativity, and intention. Regular critiques, sketchbook planning, and a final portfolio and display will support students in developing their voice as ceramic artists.

Course Title *Course Summary* 1 credit	**Sculpture** This beginning to intermediate sculpture course introduces and builds upon the fundamental skills of three-dimensional art-making learned in Studio Arts I and II. Designed for students with a range of experience, the course starts with core techniques and gradually progresses toward more advanced sculptural practices. Students will explore a variety of materials—including clay, wood, metal, cloth, paper, and plaster—while developing confidence in both traditional and experimental approaches. Emphasis is placed on craftsmanship, design, and creative problem-solving. Students will maintain a sketchbook throughout the course, using it to plan projects, develop hand-drawing skills, and reflect on their artistic process. Projects will explore a wide range of sculptural forms, from representational figures to abstract constructions, with increasing complexity as the course progresses. Students will also examine historical and contemporary sculptural practices to gain insight into the cultural, conceptual, and technical evolution of sculpture. Through hands-on studio work, class discussions, and critiques, students will strengthen their ability to analyze, discuss, and develop their own artistic voice in three-dimensional art. *Prerequisite:* Studio Arts I and II.
Course Title *Course Summary* 1 credit	**Yearbook and Desktop Publishing** This course helps produce the Sandy Spring Friends School yearbook. In this course, students will gain skills in the following areas: page design, copywriting, editing, photography, record keeping, and time management. In addition, when not working on the yearbook, students in our Desktop Publishing class are challenged to express ideas through graphic design and publications. They explore a wide range of applications to create logos, graphics, book covers, videos, and other digital and print materials for social media, Art, school and business applications. As a part of the class, students work individually as well as collaboratively, while considering their intended audience, mode of expression, and editing skills.

Arts Courses Offered Each Semester

Course Title *Course Summary* 0.5 credit	**Contemporary 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	**Advanced Contemporary 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 multimedia. The class will aim to model a dance company and perform repertoire. **Participation will require evening and weekend rehearsal as the performance dates approach**. *Prerequisite:* Contemporary Dance I and II.
Course Title *Course Summary* 0.5 credit	**Digital Media and Video Arts** Students in our Digital Media and Video Arts class are challenged to imagine, problem solve, and communicate multiple ideas through digital media arts processes to meet artistic goals. They explore a wide range of programs, software, and hands-on applications to create illustrations, photographs, videos, websites, and more with an emphasis on personal expression, exploration and storytelling. As a part of the class, students work individually as well as collaboratively while considering their intended audience, the media arts creation process, and editing and presentation possibilities. Throughout the term, students will create a portfolio of selected works reflecting a

	breadth of skills in digital media as well as complete an investigation into a contemporary digital media artist of their choice. In addition, students will consider the ethics of manipulating photographic images and the impact of AI technology on the visual arts.
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 the classroom rehearsal experience is all that is necessary for success in this course. This class will give students the opportunity to work each day in preparation for several performance opportunities throughout the semester. We will explore handbell techniques, diverse performance practices related to our varied Handbell repertoire, and develop our musicianship. **This course will require at least one evening performance and dress rehearsal at the end of the semester.**
Course Title *Course Summary* 0.5 credit	**Instrumental Music** Any student demonstrating proficiency on a musical instrument is encouraged to enroll in this course -- beginner to advanced level players are welcome! Through daily rehearsals, score analysis, and collaborative arranging activities, students in this class will explore a variety of performance practices relating to our diverse Instrumental Music repertoire ranging from Jazz, Classical Chamber Music, improvised works, Concert Band pieces, and contemporary music selections. This class will give students the opportunity to work each day in preparation for several performance opportunities throughout the semester. **This course will require at least two evening performances and two dress rehearsals.**
Course Title *Course Summary* 0.5 credit	**Digital Music Production** This course functions as an introduction to the theory and practice of audio production. Students will learn the basic practices around creating, refining, and sharing work in the Music Media and Production Industry. By the end of this course, students will be able to mix, capture and create sound by working with a digital audio workstation, exploring the basic physics of sound, microphone placement, multitrack recording,

	and more. Students will also explore processing and editing samples, MIDI programming, and basic sound effect manipulation.
Course Title *Course Summary* 0.5 credit	**Stagecraft** This course explores the technical elements of theater and event production. Students develop artistic vocabulary and technical knowledge of lighting, set, sound, props, costume design, and the production process through hands-on experience. Students will learn about the structure of a production team, the process of a production, and the skills necessary to design, build, and run a show. Students will gain hands-on experience in these skills by running and designing technical elements for school performances. Opportunities to speak with industry professionals will be provided as part of the curriculum. Students will all participate in a guided design process where they will present their theatrical design to an industry-professional. Participation will require evening and weekend rehearsals as the performance dates approach. Students will be utilizing power tools in this class with proper safety instruction. No previous experience is required.
Course Title *Course Summary* 0.5 credit	**Weaving And Fiber Arts** This course will explore the use of the four or eight 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 will also have the opportunity to spin their own yarn on either a drop spindle or spinning wheel while exploring the properties of different fibers. Handspun yarn may be incorporated into a student's weaving project. Students are encouraged to enter their finished weaving and spinning projects at the Maryland Sheep and Wool Festival in May.

Course Title *Course Summary* 0.5 credit	**Woodworking** This class is designed to help students develop basic woodworking skills by learning 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. Students may repeat the course in order to take on more advanced projects. First semester Woodworking is strongly recommended before second semester Woodworking.
Course Title *Course Summary* 0.5 credit	**Musical Theater Lab (new)** This semester-long course highlights acting and singing through a variety of performance experiences. Students engage in both independent and ensemble-based collaboration as they bring favorite dramatic works—ranging from small scale scenes to larger productions—to life. They develop techniques in the performing arts through focused, skill-building experiences. Instruction may include vocal exercises that emphasize breath control, monologue study and analysis, and podcasting/voice-over techniques. Students also participate in ensemble-based vocal work across a range of musical genres, including a cappella preparation, while building audition skills for upcoming performance opportunities. As a performance-based class, students use class time daily to rehearse for multiple performances throughout the semester. Additional evening and weekend rehearsals and performances may be required.

Arts Courses Offered Only in 1st Semester

Course Title *Course Summary* 0.5 credit	**Digital Photography** This is a studio based course that is designed to introduce the digital lab and develop basic digital photography skills using a variety of processes. The technical and aesthetic aspects of photography will all be touched on. The basic elements of design and composition will be taught with an emphasis on developing the students' own creative point of view. Students will be instructed on 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. The history of the medium is studied as well as contemporary artists in the field
Course Title *Course Summary* 0.5 credit	**Spinning Yarn and Fiber Exploration** From animal or plant to usable yarn, students will have the unique experience of creating yarn from raw materials. Participating in the end-to-end process will allow a greater appreciation and understanding of the origins, process and effort of our daily clothing. Using a spinning wheel, students will learn fiber drafting and spinning techniques. Additionally, they will have the opportunity to spin a variety of different fibers such as wool, cotton, flax, alpaca, mohair, angora, etc. and learn their unique properties. Using hand cards, students will learn how to prepare raw material into spinnable fiber. Students will learn how to design and spin projects of their choice throughout the semester. Working on their own levels, students will develop their technical and creative skills as well as exploring spinning techniques, color, design, and texture. Students will learn the rich history of spinning and its importance in human and societal development globally. Students can spin as many projects as time will allow. A partnership with the campus farm will allow students to experience firsthand the origins of the fibers they are working with. Handspun yarn may be incorporated into a student's weaving, knitting or crochet project. Students are encouraged to enter their finished spinning projects at the Maryland Sheep and Wool Festival in May.

Arts Courses Offered Only in 2nd Semester

Course Title *Course Summary* 0.5 credit	**Fashion** This course will primarily focus on the fundamentals of garment construction with an eye toward fashion and fashion history. Students will learn how to create fashion sketches and use their sketches to plan their projects and audition projects conceptually. Students will make a variety of garments, learning different construction techniques and their appropriate applications while fostering individual expression and creativity. Exploration of different eras in fashion through a research project will be accompanied by the creation of an outfit that represents the fashion of the time. Students will also explore how fashion and specific garments have been used as a vehicle for personal expression and social justice.
Course Title *Course Summary* 0.5 credit	**Photographic Arts** This course offers students the experience to learn contemporary and historical photography processes including digital media arts, darkroom development, cyanotype prints, and mixed-media. Students will learn the fundamentals of Fine Art Photography, apply conceptual thinking strategies in artmaking, explore photography as a tool for visual communication, and learn the historical and contemporary contexts of the medium while experimenting with both traditional and nontraditional techniques. Each student will build a portfolio of their work over the term culminating in a Final Critique at the end of the course.

Physical Education Classes & Activities

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 (both JV and V)
- being a team manager
- taking an intramural elective after school
- Off campus sports 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.
- Physical activities will be listed on student transcripts with a pass or fail grade. No academic credit is given for these activities

Block Scheduled Classes

The following Physical Education classes meet during one of the A-G blocks of the school day. Each class meets 4x weekly

Course Title *Course Summary*	**Physical Education: Contemporary 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. If taken for PE, it will be non credit bearing and will not count towards a student's GPA.

After School PE Activities

The following Physical Education activities meet after the academic school days ends (3:45pm)

Intramural Sports

Intramural sports are offered two to 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. Intramurals typically meet from 4:00pm -5:40pm

Fall Intramural	Winter Intramural	Spring Intramural
Farming for Fitness	Morley Games	Flag- Football
		Farming for Fitness

Interscholastic Sports

Interscholastic teams practice daily, after school, with meets scheduled for weekdays and occasional weekends, sometimes including holiday weekends or vacation days. Team selections are made for varsity teams, and should a student not be selected for a varsity team, students will be responsible for finding an alternative PE offering. Interscholastic Sports typically meet from 4:00 pm -5:40pm.

Fall	Winter	Spring
Women's Soccer (V)	Women's Basketball (V)	Track and Field (V)
Men's Soccer (V, JV)	Men's Basketball (V, JV)	Women's Softball (V)
Women's Volleyball (JV, V)	Rock Climbing (V)	Women's Lacrosse (V)
Cross-Country (V)	Swimming (V)	Men's Lacrosse (V)
		Men's Baseball (V)
		Golf (V)

Signature Programs & Co-Curriculars

At Sandy Spring Friends School, our signature programs and co-curricular offerings empower students to pursue their interests and passions through immersive, student-centered experiences that transcend the traditional classroom. These distinctive offerings are designed to spark curiosity, foster creativity, and cultivate meaningful connections, encouraging exploration, collaboration, and personal growth at every step of the journey. **Students will sign up for these activities during the club fair in the fall with the exception of Senior Passion Projects.**

Program *Course Summary* *No Academic Credit*	**Model United Nations** Model United Nations - or MUN as it is more popularly known, is an academic simulation of the United Nations where students take on the roles of diplomats representing different countries. Through research, debate, and negotiation, participants work together to address global issues, draft resolutions, and develop diplomatic solutions. MUN fosters critical thinking, public speaking, collaboration, and a deeper understanding of international relations. Conferences provide students with opportunities to engage in real-world policy discussions and develop leadership skills in a dynamic and competitive environment.
Program *Course Summary*	**Play Production** Play Production at Sandy Spring Friends School is an immersive theatre experience where students collaborate to bring a full-scale production to the stage. The process typically unfolds over 6–8 weeks during either the fall or spring semesters. Auditions are held after school, and rehearsals take place in the afternoons, with additional weekend commitments during the technical rehearsal process. Students can engage in all aspects of theatre, including acting, directing, set design, costumes, and technical production. Emphasizing community, responsibility, and artistic expression, the program offers a supportive environment where students build performance skills, develop confidence, and experience the excitement and discipline of live theatre.
	Musical Production

	Musical Production at Sandy Spring Friends School is a vibrant, collaborative experience that brings together singing, acting, and movement to create a full-scale musical. Occurring over a focused 6–8-week period in either the fall or spring semester, the program culminates in a fully staged public performance. Auditions are held after school, with regular afternoon rehearsals and additional weekend time required during technical and dress rehearsals. Students work closely with directors and peers to develop vocal technique, character development, and ensemble performance skills, while also gaining insight into choreography, staging, and production elements. The experience fosters dedication, creativity, and confidence, culminating in the shared accomplishment of live musical theatre.
Program *Course Summary* *No Academic Credit*	**Quiz Bowl** Quiz Bowl is a dynamic competition in which teams – generally consisting of three or four members – face off to answer academic-centered questions posed by a moderator for points. Providing camaraderie for kindred spirits while celebrating academic achievement, our intrascholastic Quiz Bowl Club and our varsity interscholastic Quiz Bowl Team provide healthy venues to foster friendships inspired by a mutual love of learning. Best of all it's fun!
Program *Course Summary* 0.5 credit	**Senior Passion Projects** The Senior Passion Projects program is a selective, elective, independent, learner-centered, and self-directed passion project that affords qualified and approved participants the opportunity to let their lives speak beyond the traditional high school environment by sampling a potential career, serving the community, or exploring a deep personal interest.
Program *Course Summary* *No Academic Credit*	**Speech Team** Speech Team is a competitive activity that challenges students to develop strong communication, critical thinking, and argumentation skills. Participants engage in various events, including persuasive and informative speaking, dramatic interpretation, and structured debates on current issues. Through research, performance, and structured

	discourse, students learn to articulate ideas effectively, think on their feet, and engage in civil discourse.
	DECA DECA **(Distributed Education Clubs of America)** is an international non-profit that prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. As a school chapter of DECA,the SSFS DECA/ Business Club provides students with the opportunity to learn about business and finance through educational programs and competitions. Students can participate in virtual simulations ranging from managing a Stock Market Portfolio to creating an advertising campaign for a clothing line. In person competitions range from role plays to developing and pitching business plans. Competitions are virtual, local and out of state. This club exposes students to the professional business world in a fun, engaging environment.