



Curriculum Overview

Brooklyn Friends School provides a college preparatory program serving students from Preschool through Grade 12. It is committed to educating each student intellectually, aesthetically, physically and spiritually in a culturally diverse community. Guided by the Quaker principles of truth, simplicity and peaceful resolution of conflict, Brooklyn Friends School offers each student a challenging education that develops intellectual abilities and the ethical and social values to support a productive life of leadership and service.

PRESCHOOL

Our commitment to each child as an individual provides a warm and stimulating environment where children feel free to explore the world around them. The BFS Preschool program provides a nurturing and child-centered curriculum that supports each child's learning style and developmental readiness. Our preschoolers become curious, motivated and competent learners. As they meet increasingly complex challenges and practice social skills, they make the transition between home and school.

The curriculum offers children activities and materials that stimulate imagination, build independence, and present ample opportunities for exploring and discovering their world. Through a wide range of activity choices – from creating stories and solving puzzles, to measuring ingredients and investigating nature – children gain confidence in themselves as they become learners, adapt to group experiences, and learn to respect the feelings of others.

We believe that children's play is an expression of intelligence and growth, and that young children learn best through hands-on, concrete experiences. Play is the essential work of childhood and an important part of developing cognitive, social-emotional, and problem-solving skills. In preschool, the curricular areas overlap and provide the foundation upon which the academic areas of literacy, mathematics, science, and social studies are established, preparing children for the more formal educational experiences of Lower School.

EMERGING LITERACY

Literacy begins at birth. Preschool children are acquiring language, learning to listen, and beginning to recognize that written symbols can have meaning and are used as a method of communication. Our children are helped to express themselves and build vocabulary by being read to, looking at books, and conversing during circle and activity times. A trip to the library to hear a story and choose a book occurs weekly.

Language is valued as a positive way to resolve problems and issues in the classroom. Children learn to control and predict their environment as they develop and use their language skills.

A child's development evolves from the concrete to the abstract. A child will first see and recognize a physical object, then a representative picture, then letters, and finally words.

Teachers monitor and guide each child to ensure the development of the following skills as they play and explore:

- ▶ Visual discrimination
- ▶ Auditory discrimination
- ▶ Memory
- ▶ Sorting, matching – recognizing differences and commonalities
- ▶ Sequencing – logical order
- ▶ Use of oral language
- ▶ Ability to answer questions and follow verbal directions
- ▶ Ability to remember previous events and apply that information

MATHEMATICS

Mathematics is a way of ordering and thinking about the world; it is much more than learning to count and to read and write numbers. As soon as a child thinks of himself or herself (one) and others (more than one), the child is beginning to understand and learn math. Mathematical concepts develop through the hands-on use of manipulatives, puzzles, and Cuisenaire rods that allow children to discover and explore early math principles through play.

When children are building in the block area, playing with sand, setting the table, taking only two crackers for snack, or following a recipe chart, they are developing mathematical skills and concepts, including:

- ▶ Sequencing
- ▶ Matching
- ▶ Sorting and grouping
- ▶ Patterns – creating and noticing them
- ▶ One to one correspondence
- ▶ Part/whole relationships
- ▶ Spatial relationships
- ▶ Number concepts

SCIENCE

Science in the Preschool means more hands-on exploring, experimenting, and discovering to develop an awareness of the changing world. Children learn by engaging in activities such as observing grass grow, watching butterflies emerge from their chrysalides, studying and researching ponds, and becoming “experts” on owls.

Preschool science study consists of concrete experiences. Children care for animals in the classroom, observe growth in themselves and others, and follow the weather. When children cook or bring

snow into the room and watch it melt, they are gaining an understanding of changes and properties. Other science activities include using magnets, color wheels, and magnifying glasses. Older children may take trips to the park to experience seasonal changes first-hand. As the children explore, their observations lead to “scientific” predictions and finding ways to record their observations.

SOCIAL STUDIES

Social Studies allow preschoolers to explore and understand their immediate environment. Children begin a journey of discovery as they learn about their classroom community. They learn the routines, rhythms, and rules, and begin to understand how to function as a group.

By sharing their different backgrounds, looking at holiday traditions, exploring a variety of cultural and ethnic cooking activities, reading stories, listening to music, and watching dances, preschoolers discover the many wonderful differences and common threads that bind individuals together. Learning respect for, and acceptance of, a variety of ideas and opinions is a goal of the program.

After children become comfortable in their own classroom, they are introduced to the wider school community: interacting with Lower School students, watching performances by other classes, and participating in school-wide events such as the winter holiday sing and spring art show.

As part of their educational program, the children learn what a community is, what it means to be part of a community, and how to understand their roles in serving the surrounding communities. We build this necessary foundation through our ongoing curriculum and through community service projects such as participating in collections of pennies, books, food or clothing for various organizations. Each class also takes a turn baking a snack for a local women’s shelter.

VISUAL ARTS

Creating, experimenting, and learning go hand in hand. Art is a form of communication that comes naturally to children. It is experiential and exploratory and does not need to be planned or purposeful. Students have opportunities to be creative every day, using a variety of materials including paint, markers and crayons, and collage. Art activities develop the following skills:

- ▶ Fine motor coordination
- ▶ Awareness of color, shape, size, and texture
- ▶ Understanding of spatial relationships
- ▶ Awareness and understanding that symbols have meaning
- ▶ Developing self-expression

MUSIC

Classes engage in musical activities daily. The children sing or play rhythm instruments during circle time and listen to a wide range of music representing different musical styles and cultures. As children sing, perform finger plays, or imitate animals in a song, they use their imaginations, strengthen their memory skills, and improve their coordination. They develop an appreciation for the patterns and the musical variety produced by rhythms and melodies. Also important at this age, they learn to love music and find enjoyment in singing together.

DRAMATIC PLAY

Dramatic play allows children many opportunities to grow socially and emotionally as they use their imaginations in a variety of ways: in the house area, the block area, with a basket of small figures, or on the rooftop playground. It is here that children, in a safe, supportive environment with the guidance of teachers, can:

- ▶ Imitate the adults in their world
- ▶ Play out real life roles
- ▶ Reflect the relationships and experiences in their lives
- ▶ Express their needs
- ▶ Release unacceptable impulses in a safe way
- ▶ Reverse the roles usually taken
- ▶ Mirror their own growth
- ▶ Problem-solve and experiment with solutions

LARGE MOTOR PLAY

On the roof, in the gymnasium, and during dance class with the Preschool dance specialist, children are developing an awareness of their bodies in space. The ability to move with skill, care, thought, and imagination is a learning process for children as they gain control of their own bodies.

On the roof playground or in the gym, they have the opportunity to run, jump, climb, play with balls, ride bikes, and move with freedom. In dance class, they learn many different ways of moving as they explore a variety of themes and music. The themes are often related to classroom activities such as fall leaves, dragon dancing for the Lunar New Year, or snow gently falling to the ground.

LOWER SCHOOL

In the Lower School, our goal is to bring out the best in each student. Essential to knowing and developing that potential is the varied exposure to academic disciplines, to artistic disciplines, and to the development of skills as a platform for positive self-esteem. Every teacher seeks to foster academic achievement and stimulate critical thinking. We want our students to question the world around them in a constructive manner.

LANGUAGE ARTS

The Language Arts curriculum employs a variety of approaches to ensure that children acquire proficiency in reading, writing, and oral presentation as they develop a love of literature and learn self-expression skills through the written word. Each student is encouraged to develop confidence as both a reader and an author, capable of communicating information and creative ideas. Students are introduced to a wide variety of literary genres and literature representing diverse cultures.

Recognizing that not all children learn in the same way, reading skills are taught through a variety of approaches that combine the building of sequential skills and a whole-language program, including:

- ▶ the development of a sight vocabulary
- ▶ the use of phonetic clues
- ▶ attention to contextual clues
- ▶ building fluency
- ▶ independent reading in school and at home
- ▶ strategies for word attack
- ▶ the use of visual clues
- ▶ the importance of reading for meaning
- ▶ non-fiction reading strategies

Writing is closely connected to reading. If the focus in reading is a genre such as folktales or poetry, students may subsequently write in that genre.

In every Lower School classroom:

- ▶ A writing process is emphasized in which students think of an idea, write a draft, revise it, edit their work, and publish it.
- ▶ Skill work in writing is related to meaningful, real-life applications.
- ▶ Books authored by students are displayed in the classroom and are often a popular choice during independent reading times.
- ▶ Lessons are designed to build writing process skills. Spelling and handwriting are taught within the context of the child's own writing.
- ▶ Handwriting, spelling, and grammar are taught through a program of sequentially introduced skills.

MATHEMATICS

The mathematics curriculum follows the principles and standards of the National Council of Teachers of Mathematics. The newly revised *Investigations in Number, Data, and Space*, a standards-based math curriculum, provides the structure and sequence at each grade level. The content in kindergarten – 4th grade includes number and operations, geometry, measurement, and data analysis. The processes of problem solving, reasoning and proof, connections, communication, and representation are developed throughout. Students gain a deeper understanding of math through exploration, the use of manipulatives, and teacher-directed activities. Once conceptual understanding is achieved, students practice basic operations through individual and group problem-solving applications, computer exercises, and paper and pencil tasks. Children practice quick recall of facts at school and at home.

With each new grade, the quick recall of specific number facts of increasing difficulty is expected. Standard algorithms are taught, along with other methods of solving computational problems. Problem-solving includes sorting, classifying, making graphs, exploring geometric relationships, measuring, applying logical reasoning, making predictions, devising strategies, and collecting, organizing, and interpreting statistical information.

SOCIAL STUDIES

The Social Studies curriculum is premised on a progression of awareness and understanding that gradually expands a child's view of self and the world. The program emphasizes human interdependence within communities, fostering a respect for different cultures and responsibility for the environment.

In kindergarten, children explore the concepts of self, family, and school community. The first grade studies systems and institutions in our neighborhood. Brooklyn (its geography, landmarks, and ethnic groups) is the topic for the second graders. The third grade learns about Native Americans, and fourth graders study the New World and the settlement of New Amsterdam.

In addition, all children take part in community service activities, such as collecting donations for Penny Harvest and Unicef, gardening in city parks, visiting and singing for senior citizens at local centers, writing to the homebound elderly, or cooking for the monthly community dinner at the Friends Meetinghouse.

SCIENCE

The science program is based on children's natural curiosity about their world and their need to explore, ask questions, and search for answers. Through varied scientific experiences and opportunities, children develop their skills at using the scientific process:

- ▶ making careful observations
- ▶ hypothesizing
- ▶ developing tests and understanding variables
- ▶ recording observations and data
- ▶ drawing conclusions
- ▶ evaluating data

The science specialist works in conjunction with classroom teachers to design and implement units of study in the Lower School science lab. The primary goal of the curriculum is to help students learn to think scientifically. Topics covered at each grade level include seeds, magnets, metamorphosis, classification, simple machines, the water cycle, and electricity to help students develop a solid core of scientific knowledge. Science studies are often integrated with Social Studies topics. Instructional materials include appropriate reading material, films, software, visual aids, lab materials, and animals for life-cycle studies.

The curriculum is enriched by field trips to the natural and scientific resources of the city – the Aquarium, seashore, New York Hall of Science, Museum of Natural History, the environmental sloop Clearwater, Fort Greene Park, and Prospect Park, among others. Trips outside the city include visits to environmental centers and an overnight camping experience for 3rd and 4th graders.

SPANISH

All K-4 students have Spanish language instruction with the Lower School Spanish teacher, a native speaker, three out of seven days for 20-30 minutes. The emphasis is on the lively engagement of children in listening to and speaking Spanish. Children are introduced to basic vocabulary, expressions, and the cultural traditions of countries where Spanish is spoken. They sing songs and play games in Spanish, view videos in Spanish, and practice interactive dialogues in Spanish. Children also begin to gain facility with Spanish by learning the vocabulary associated with their curricular studies in other academic areas. There is an intentional correlation with each grade's social studies, science, and language arts curricula. For example, first graders who study the post office as a working system in the community will follow that study by learning the Spanish names for postal workers and items needed to send and process mail. As students strengthen their oral and aural Spanish skills in third and fourth grade, writing and reading activities in Spanish will be introduced.

LIBRARY

Students visit the library for literature-enriched experiences that focus on the joy of reading and the selection and use of books for research and for pleasure.

The mission of the library program is to ensure that students become effective users of ideas and information. This is accomplished by providing relevant resources, technology, and programming that integrates classroom curricula with the instruction of research skills. The library program promotes a love of literature, encouraging students to become critical thinkers and lifelong readers. In the library, students not only listen to stories read aloud, they actively participate in storytelling, bookmaking, puppetmaking and dramatizations in connection to their studies in literature, social studies, and science. They learn how to conduct and evaluate research in print formats and online databases. Students receive guided instruction in the use of the Internet, both in formal small groups and during independent study.

The library sponsors book fairs and promotes special events such as Children's Book Week and National Library Week, among others. The library is always ready to welcome guest authors, illustrators, storytellers and readers of any age. Guests have included the celebrated authors Bryan Collier, Mo Willems, Paul O. Zelinsky, Jacqueline Woodson, Tad Hills, Tor Seidler, Vera Williams, Brian Pinkney and James Howe.

INFORMATION TECHNOLOGY AND MEDIA LITERACY

The Information Technology and Media Literacy curriculum begins in the third grade. Third and fourth grade have one formal class session a week, in half groups, where they are introduced to the computer as a multi-faceted tool in their learning process.

Third and fourth grade students use computers, information technology and audio-visual resources in the curriculum through planned and ongoing integration projects. The focus is on broad skills, including but not limited to, network navigation, touch-typing, and working with multimedia. These focus areas support the development of logical-processing skills and higher order thinking. Students are guided in the appropriate and responsible use of information technologies and resources.

All third and fourth grade classrooms and the science lab are equipped with Smartboards.

DANCE

Students explore the elements of dance, build their movement vocabulary, and work together to create original dances. Dance units are often connected to science, social studies or language arts. In kindergarten and first grade, students learn fundamental locomotor movements and make dances based on poems, stories, seasons, and classroom themes. The focus is on developing body awareness and partnering skills. Second graders investigate the different ways water moves and the body coordination of ocean animals. In third grade, students explore spatial formations and create a dance based on a Native American myth. Fourth graders present an annual Halloween Dance.

MUSIC

Children experience many types of music as they learn the elements of music: dynamics, tempo, rhythm, pitch, timbre, form, texture, and harmony. The program is a composite of the Kodaly, Orff, and Dalcroze methodologies. Singing and movement are integrated in the class through games, and students learn to read and sight-sing music through solfège and hand signs. In kindergarten and first grades, children explore different ways to perform beat and rhythm and begin to read rhythmic notation. The older classes continue their introduction to rhythmic and melodic notation by reading and writing known songs and by notating their own compositions. In fourth grade students learn to play the recorder.

VISUAL ART

The program seeks to develop the student's innate creative abilities by encouraging self-expression and visual awareness. In their classes with the visual arts teacher, students explore design, shapes, color, textures, composition, balance, and both abstract and representational themes through a variety of media, such as paints, craypas, pencils, markers, printmaking, papier maché and collage. Challenging, open-ended problems are presented by the teacher, and connections are made to art history and different cultures. The children learn how to analyze their own work and the works of others. Sample projects include:

- ▶ Kindergarten: Collage paintings, styrofoam printmaking, people drawings
- ▶ First grade: Big People paintings, collage paintings, cityscape, still-life
- ▶ Second grade: Craypas portraits, papier-maché animals, wire sculpture
- ▶ Third grade: Imaginary creature collages, parent/child paintings, Native American inspired papier maché masks
- ▶ Fourth grade: Linoleum block printing, paintings inspired by the work of famous artists, Calder-inspired abstract mobiles; African-inspired clay masks

WOODWORKING

The woodworking program combines manual skills with visual arts concepts. Each class begins the year with a directed project, to learn and reinforce such skills as sawing, hammering, measuring, using a square accurately, understanding wood dimensions and increasingly complex mathematical concepts. Examples of these first directed projects are:

- ▶ Kindergarten: Animal shape toys or jewelry
- ▶ First grade: Animal bookends
- ▶ Second grade: Animal Stools
- ▶ Third grade: Animal lid boxes
- ▶ Fourth grade: Functional furniture

The directed project usually takes one-third of the school year, laying the groundwork for the following two-thirds where the students independently design their own projects. The design process leads them to pay attention to the mathematical and engineering aspects of design as well as the aesthetic ones. In addition, emphasis is placed on problem solving, cooperation, respect of materials and tools, and the ability to work independently.

PHYSICAL EDUCATION

The program is aimed at total body fitness and physical development as well as cooperative play. Specific skills that are taught include listening, following directions, awareness of space, agility, manipulative skills, endurance, strength, and socialization.

- ▶ Kindergarten children play in an environment that promotes success for each individual child. Students are taught skills through structured play. Focus is placed on large motor movements, such as galloping, skipping, tagging games, and jump-rope.
- ▶ First/second grade students are introduced to more advanced ball-handling skills needed for volleyball, soccer, and basketball. Students take part in cooperative games, gymnastics, track activities, running and dodging games. Learning social skills is an integral part of the physical activities and is an important element in the success of the class.
- ▶ Third/Fourth Graders' skills have become more refined and activities are focused on sports. Many of the sports activities are modified to enhance team play, skill development, and group cooperation. Children learn rules and apply strategies that they've formulated.

HEALTH

Third and fourth graders have regularly scheduled health classes with the health teacher. Topics for third graders include medicine safety, cigarettes and smoking, and interpreting and constructively demonstrating emotions. Fourth graders discuss nutrition, the dangers of tobacco and alcohol, decision-making skills, and puberty/body changes.

KINDERGARTEN CURRICULUM

Speaking and Listening

Kindergarten children have many opportunities to see and use written and spoken language in concrete, meaningful ways. The students are encouraged to create individual stories and charts, share items from home, contribute to discussions during meeting times, describe their own work and ideas, plan concepts for extensive block-building and art projects, and use play-time to expand their communication skills. Good listening skills are fostered through meeting times and story times as children learn the many purposes of listening: for enjoyment, for directions, and to understand one another's feelings.

Reading and Reading Readiness Skills

Children have frequent opportunities to develop a beginning sight word vocabulary. Beginning with reading the daily schedule, the children are engaged in activities including whole- or small-group games such as rhyming, letter sounds, and initial consonant recognition, which are used to teach key readiness skills. Work time choices include activities that reinforce readiness and reading skills, such as letter sound correspondence games, sight word identification, and the matching of pictures with words. Each kindergartner has an individual book basket of teacher-selected books to read independently throughout the week. Phonemic awareness, articulation stimulation, and discrimination through movement are taught through the highly engaging *Sounds in Motion* program.

Children expand their reading skills by using invented spelling to record their own ideas or stories and make labels and signs for classroom objects. They read their own stories and those of their peers. There is a yearlong study of folktales. All students are acknowledged as authors and illustrators.

Writing is connected to all areas of the curriculum. When taking a field trip or completing a painting, a science project, or a math activity, students use writing to describe, label, and record. The *Handwriting Without Tears* program addresses graphomotor skills and the careful formation of letters and numbers.

Mathematics

Number concepts are explored extensively using manipulatives and found objects. Children gain hands-on experience in mathematical problem-solving through projects that address:

- ▶ One-to-one correspondence - working with sets of objects and recognizing the number of objects in a set
- ▶ Classification - grouping objects according to properties
- ▶ Ordering - the organization of materials into logical sequences, where size, quantity or numerical order is assessed

Other skills that are introduced and reinforced include:

- ▶ Numeral recognition
- ▶ Numeral formation
- ▶ Pattern identification
- ▶ Computation
- ▶ Collecting and interpreting data with graphs and surveys
- ▶ Non-standard measurement
- ▶ Understanding the concept of lesser and greater
- ▶ Geometry

Social Studies

Kindergarten children gradually expand their perception of themselves as they relate to others within the classroom and school. Teachers assist kindergartners in understanding daily schedules, routines, and the roles of teachers and students. Children learn to take responsibility for classroom jobs. The class becomes a community of learners as children work in small and large groups on common projects. Children expand their awareness of their similarities and differences through a study of family as community. They explore their school and interview workers to learn about their jobs. Block building, book making, creating murals and digital photography are used to deepen the students' understanding of how our school functions.

Block-Building

Blocks are an integral part of the curriculum as children build functional structures to create a "Block City" each week. In the process of working with partners on block-building projects, students learn about mutual decision making. Imbedded in block play are math and science concepts such as volume, area, stability, gravity and balance.

Science

Science is directly connected to the daily life of a kindergartner in a yearlong theme of "Observing the World Around Us." Natural objects found in their yards, or the park, or on their way to school become the basis for inquiry, exploration and discovery. Through classroom projects and field trips, the children make scientific observations of the animals, plants and people who share their neighborhood environment. Science topics are integrated throughout the curriculum. Students work with the science specialist in their classrooms and the Lower School Science Lab. Topics include:

- ▶ What is science? What do scientists do?
- ▶ Simple machines
- ▶ Plants and seeds
- ▶ Snails
- ▶ Human skeletal system
- ▶ Five senses

FIRST GRADE CURRICULUM

Language Arts

Teachers use an integrated hands-on approach to teaching reading. The classroom is a language-rich environment, where skills are introduced through sight words, the understanding of phonetic patterns, and beginning punctuation. The teachers use every opportunity to increase reading skills by incorporating these into the day's schedules, charts, poems, and activities. In addition to whole-group instruction, students work in small groups and have time for independent reading experiences each day. Resource materials include Big Books, and books written specifically for emergent readers, as well as literature for more advanced readers.

The students develop skills in decoding, phonics, building a sight vocabulary, using context to gain increased understanding, and increasing their ability to read longer texts.

Students receive daily instruction in the art of writing. Genres covered include personal narratives, fiction, poetry, and journal writing. Daily mini-lessons teach and demonstrate the writing craft and process – drafting, revising, editing and how to publish a piece of writing. Other important aspects of the writing program include attention to proper letter formation, spacing, beginning punctuation and spelling.

Mathematics

The first grade math curriculum connects beginning number concepts to everyday mathematical applications. This is accomplished through:

- ▶ the continuation and reinforcement of basic skills and concepts
- ▶ application of skills/concepts to larger numbers
- ▶ introduction of place value, addition and subtraction concepts
- ▶ analyzing and efficiently solving word problems
- ▶ use of manipulatives, such as Unifix cubes, pattern blocks, counters, trading chips, etc.
- ▶ connection of symbols to concrete representations
- ▶ simple addition/subtraction problems
- ▶ introduction to coins/money and some forms of standard measurement

In addition to direct daily instruction, math activities are incorporated in projects such as baking and cooking. During these projects children use numerous math skills including measuring, estimating, addition and subtraction, counting, telling time, and understanding monetary value.

Social Studies

The first grade social studies curriculum centers on community and systems within our immediate neighborhood.

Neighborhood Study

- ▶ What makes up a neighborhood?
- ▶ What kinds of systems does a neighborhood need to function?
- ▶ What kinds of institutions are in a neighborhood?
- ▶ What kind of jobs do people do?

System Study

Students explore and study the Post Office as a working system in our community. They are responsible for running and operating an in-school Post Office for a week. The goals of the study are:

- ▶ To unify the school through a student-centered communication system
- ▶ To provide knowledge about how mail is processed
- ▶ To provide the children with real-life experiences in which to apply basic skills such as writing a letter, addressing envelopes, and using the mail system
- ▶ To develop a sense of responsibility as a post office employee

Science

First graders work with the science specialist weekly in the Lower School Science Lab. They build upon their observation and experimentation skills while they explore the following topics in the classroom and on field trips:

- ▶ Garbage and recycling
- ▶ Reversible and non-reversible types of change
- ▶ Physical change
- ▶ Seasonal change
- ▶ Habitats and biomes
- ▶ Life cycles
- ▶ Magnets

SECOND GRADE CURRICULUM

Language Arts

Second graders begin reading more literature as they continue developing their decoding skills. They are introduced to different genres such as biographies and mysteries, at an appropriate reading level, and are helped to formulate the general comprehension questions that pertain to each kind of text.

In addition to comprehension work in reading groups, children learn skills that help them progress to a new level in reading. Fledgling readers practice new decoding strategies, while advanced readers practice deducing the meaning of a new word from context.

Students incorporate what they have learned about story structure in reading groups into their written compositions in writer's workshop. Stories start to have a more definite shape with a distinct beginning, middle, and end. Students write in the expository mode; they write ocean animal books and reports on biographical figures.

Second graders begin to revise their work based on the feedback they receive from their teachers and peers at writing share meetings. They are expected to incorporate standard spelling and handwriting into their writing as the year progresses.

Mathematics

Second grade students build on mathematical and conceptual operations as they:

- ▶ work with number concepts, including increasingly larger numbers
- ▶ master place-value concepts
- ▶ combine knowledge of place-value and addition/subtraction to solve two-column equations (regrouping)
- ▶ get an introduction to concepts of multiplication and division using concrete materials
- ▶ get an introduction to fractions and comparisons of standard measurement
- ▶ continue the reinforcement of money concepts
- ▶ solve word problems involving addition, subtraction, time, and money
- ▶ explain mathematical thinking in words
- ▶ organize and analyze data
- ▶ tell time on the hour, half hour, and quarter hour
- ▶ work with geometry concepts.

Quick recall of addition and subtraction facts through 20 is expected of second grade students.

Social Studies

As part of second grade social studies, students learn about the passage of time and the concept of history through the Brooklyn Bridge study. Classes also visit different ethnic neighborhoods in the borough of Brooklyn. Students create a personal story and timeline with an emphasis on students' similarities and differences. They also research and write about someone else's personal history through parent or grandparent interviews, with an emphasis on childhood experiences – then and now.

In their Brooklyn/Culture study, neighborhood visits are taken to explore some of the different cultures reflected in the families in the class. The music, literature, food and celebration rituals of a culture are examined. Studies have included Caribbean, Chinese, Mexican and Russian cultures. Students are encouraged to notice differences in culture while appreciating the similarities that unite all people.

Through their Study of Construction of the Brooklyn Bridge, the children learn about the various types of bridge constructions. They undertake an historical study of the building of the Brooklyn Bridge and learn about the structural design details of this world-famous bridge just blocks from our school. The class constructs a large model of the Brooklyn Bridge, and the study culminates with an original play written and performed by the second graders for parents and guests.

Science

Second graders work with the science specialist weekly in the Lower School Science Lab. Through class projects and field trips, they explore a number of topics including:

- ▶ Water properties, states of matter, salt and fresh bodies, the ocean
- ▶ Ocean animals – relationship to their habitats and individual characteristics
- ▶ Light reflection and refraction
- ▶ Bridges: types, engineering
- ▶ Conservation and pollution
- ▶ Controlled experiments

THIRD GRADE CURRICULUM

Language Arts

By third grade, students have internalized many reading strategies, and emphasis is placed on fluency, vocabulary, and comprehension. The reading program is predominantly literature-based. Students read chapter books both independently and in guided reading groups. Throughout these reading experiences, students engage in group discussions and extended projects.

In writing, students explore several genres including narrative fiction, poetry, and non-fiction writing. In creative writing, they follow the stages of the “Writers’ Workshop” which involves choosing a seed idea, writing a rough draft, conferencing with peers and teachers, revising, editing, and publishing their work. Third grade writing more closely reflects “standard spelling” as children strengthen spelling skills through weekly spelling patterns and personal word lists. Dictionary use is employed for spelling as well as for deducing the meaning of words. Writing mechanics are systematically taught and expected to be integrated more carefully into one’s writing. Cursive writing is systematically taught throughout the year.

Mathematics

There is an emphasis on computational accuracy and problem solving, as students develop a greater ability to verbalize mathematical strategies and apply them to concrete problems in the real world. Mathematics manipulatives continue to supplement each unit of the curriculum. Mathematical topics include:

- ▶ multiplication and division
- ▶ 2-D geometry (area, perimeter, spatial relationships, and congruency)
- ▶ number sense and flexibility
- ▶ place value (fluency up to the 1000’s place)
- ▶ addition and subtraction (multiple strategies, including traditional algorithms)
- ▶ introduction to fractions: simple equivalents, greater than/less than, fraction of a whole number

Rote recall of basic facts is expected (addition, subtraction, and multiplication through the 12 times table.)

Social Studies

For most of the year, students study the Eastern Woodlands Haudenosaunee, centering on this nation’s housing, clothing, food, travel, spiritual and family life in both past and present times. Early work is focused on Brooklyn’s landscape prior to its settlement. Geography is explored through a variety of maps. What it means to “discover” a country is examined. Respect for diverse cultures is key as students discover and deconstruct stereotypes of Native Americans.

Students engage in hands-on projects to demonstrate their understanding of the curriculum. This may include building model longhouses, cooking and preparing traditional dishes for a Haudenosaunee luncheon, telling legends and stories using felt pieces, performing the Great Law of Peace play, and holding a culminating celebration to share their work and understanding with the school community.

Science

Children continue to use the scientific method as they observe, hypothesize, test, and form their own conclusions. Third graders work with the science specialist weekly in the Lower School Science Lab, in addition to being involved in science learning in their classrooms and on numerous field trips. Topics include:

- ▶ Botany: photosynthesis, trees, plants of the Northeast woodlands and their structure, seed development
- ▶ Animals: predator/prey relationships, defense strategies, food chains and webs
- ▶ Space and constellations: myths, legends and stories (connected to native American traditions), navigation
- ▶ Simple machines: force, friction, energy, and work
- ▶ Astronomy
- ▶ Ecology

FOURTH GRADE CURRICULUM

Language Arts

As fourth graders are able to read independently and comprehend full chapter books, they strive to understand books at a more sophisticated level: *What are the attributes of a great book? How do characters change over time? How does setting affect the story? What is symbolism, foreshadowing, plot? How does a writer convey tone, suspense, humor, point-of-view?*

Novels, short stories, and poetry are explored in group discussions and debates, art projects, and research reports. Skills – factual recall, making inferences, and summarizing – are reinforced. Vocabulary understanding and fluency continue to be strengthened. Students keep individual reading journals that are periodically read and responded to by their teachers.

Books read may include *Bridge to Terabithia*, *The Wizard of Oz*, *Because of Winn-Dixie*, *The Watsons Go To Birmingham– 1963*, *Tuck Everlasting* and *Love That Dog*. There is an in-depth study of one author's work, followed by a visit with that author.

The fourth grader writes frequently over the course of the year. Beginning with a "Memoir" students are empowered to take risks. In their Writer's Notebook, they brainstorm, experiment, and revise their writing thoughtfully and meaningfully. Since students write about their own lives, experiences, dreams, and thoughts, there is a sense of ownership in their work. Other genre studies include poetry, quest stories, persuasive writing and speech writing, each culminating with publication. A favorite yearly event is the Fourth Grade Poetry Slam.

Writing continues to be cross-curricular, as students communicate their ideas in mathematics, history, and science. Skill work focuses on self-editing skills. Students continue to develop research/report writing skills, mastery of the cursive alphabet, touch typing, the crafting of interview questions, and letter writing.

Mathematics

Fourth graders work cooperatively with a group or a partner as they explore alternate strategies and verbalize their thinking process. They gain proficiency and confidence using the language of mathematics as they speak, write, graph, and draw pictorial representations of their mathematical findings. They further develop their mental math abilities as they work through problems in their heads. Students develop estimation and reasoning skills to determine if their answers make sense, allowing them to become self-monitors of their own work. Mastery of basic facts is expected as it allows for the mental manipulation of increasingly more complex numbers. Topics include:

- ▶ the mastery of place value through the millions

- ▶ a review of addition and subtraction, mastery of regrouping with large numbers
- ▶ multi-digit multiplication and long division
- ▶ introduction to units of area and perimeter
- ▶ plotting ordered pairs on a coordinate plane
- ▶ probability

Social Studies

The social studies curriculum focuses on American history from 1600-1720. Students strive to answer the questions: *What is history? What is culture? What can we infer about cultures from historical artifacts? How were communities formed and structured?*

Starting with Marco Polo, the travels, triumphs, and failures of numerous explorers are studied. Students learn about the voyages to the New York region by Hudson and Verrazano. They engage in an in-depth study of New Amsterdam, its history, and culture. Daily life of the settlers is explored through research, films, trips, and readings, especially primary source material. Ship logs are carefully examined and interpreted. Each child writes a thoroughly researched and detailed report on the life of an explorer. The integration of Native Americans, African-Americans and Jews into the new settlements is examined and discussed.

Community governance, trade, customs, foods and religious practices are some of the areas explored. Note-taking, basic outlining, and organization skills are taught. Geography and mapping skills are integrated into the study. Literature set in the time period and region is used, and new emphasis is placed on literature as a learning resource.

Participation in discussions about current events occurs throughout the year. These discussions focus on examining values, as well as opportunities for community service or political action, as students grasp how individuals can effect change in a culture, a political system, or the world at large.

Science

Fourth graders work with the science specialist weekly in the science lab. As part of the integrated curriculum, they undertake a hands-on exploration of the ecosystems of rivers. Students learn how to differentiate streams, rivers, and tributaries. They learn about water formations and erosion, and they develop an awareness of indigenous marine life. There is an extensive study of the Hudson River and the environmental impact of people and the effects of pollution, culminating with a trip on the environmental sloop Clearwater. Other topics include: Electricity - conductors/non-conductors and types of circuits and switches; Plate Tectonics/geology - identifying rocks and minerals using tests, reading keys, rock cycles; Chemistry - solutions, mixtures, oxidations, control/variable experiments; The Human Body- skeletal and muscular systems.

MIDDLE SCHOOL

Early adolescence is a time of rapid growth, enthusiasm for learning, and increasing independence as students explore both their personal identities and their relationships to others and the world. The Middle School provides a structured educational program that addresses all aspects of the maturing child: the academic, spiritual, moral, physical, emotional, and creative. It does so within the context of Quaker principles emphasizing integrity, service, peaceful resolution of conflict, and the belief that there is “that of God” or “the light” in each human being.

The curriculum provides students with opportunities to gain new experiences, learn more about their interests and strengths, and assume leadership roles. In most classes students are grouped heterogeneously so they can discover how to learn with and from those with diverse strengths, skills, and perspectives.

The program presents academic challenges that are developmentally appropriate. While the program celebrates diversity and fosters each student’s sense of self, it promotes a sense of responsibility for the concerns of the community and the world beyond. A balance between group work and individual learning is maintained. Foundational skills and higher-level thinking skills are both promoted. Successful work in analysis, synthesis, and critical thinking requires factual knowledge, organizational skills, as well as skills in reading, writing, and mathematics. While the program prepares students to understand and use the technology of the information age, it also seeks to develop the habit of exercising critical judgment in using the growing body of information that technology has made possible.

The Middle School program is informed by the belief that the best educated individual exhibits intellectual curiosity, integrity, self-discipline, and a concern for others. Such individuals, we believe, are motivated to become the best they can be.

Advisory Program

The advisory program provides a system of support for students by designating one teacher as the advisor and regular contact person for families and teachers. An advisor works in conjunction with the teachers, the family, and administrators to build toward each child’s success. The advisor monitors student progress and offers encouragement, support, and assistance on academic, behavioral and developmental issues. As the primary advocate for the student, the advisor attempts to establish a close rapport with the student as they work together to determine strategies for strengthening skills or study habits, improv-

ing time management, and directing attention and energy appropriately.

During a weekly advisory period, the advisors lead discussions and facilitate activities on a variety of topics of special importance to students. This also serves as a forum for discussing learning strategies, social skills, and events in the larger community.

Community Service Learning: Community service encompasses learning, action, and reflection. Projects are planned and carried out in advisory groups; examples include collecting funds for nonprofit service organizations, running toy and book drives for homeless shelters, visiting with children in daycare facilities, and reading and playing math games with public school kindergarten students.

HUMANITIES

ENGLISH AND HISTORY

The study of English and history has an interdisciplinary approach in the Middle School. In the fifth and sixth grades, humanities is taught by the homeroom teacher as one unified subject. In the seventh and eighth grades, English and history are separate periods, but similar themes and approaches are studied.

Fifth Grade Humanities

The fifth grade humanities curriculum is a cross-disciplinary program incorporating English and history. Interdisciplinary projects are also co-planned with science, art, and dance teachers.

History: The History program focuses on the ancient civilizations of Sumer, Egypt, China, India, Greece and Rome. The curriculum aims to introduce students to methods of inquiry that can be applied broadly beyond our study of ancient civilizations. We expect students to reflect on their own cultures and to find similarities and differences between societies, both ancient and contemporary.

Through their studies, students learn how these early societies adapted and learned to control their physical environments; how their religious ideas, forms of government, literature, and understanding of natural events reveal their values and beliefs as a people; and how each civilization developed new ideas in technology, science, mathematics, and government.

Selections from the following books may be read and discussed: *Tales of Ancient Egypt*, *The Greek Gods*, and *The Ancient World*. Students complete research using trade publications and the Internet.

English: In addition to the readings related to the history curriculum, students explore a selection of contemporary literature with a focus on characters emerging from childhood into adolescence and assimilating the independence and responsibilities of increased autonomy. The class takes a multi-genre approach, with students reading novels, poetry, short stories, myths, and memoirs. There is an emphasis on reading for meaning, group discussion, the writing process, and skill development via frequent, varied assignments (creative stories, essays, book reports, poetry). Weekly grammar and vocabulary development units are taught, with emphasis on writing mechanics, spelling, and spelling rules.

Among the works studied are *The Golden Goblet* (McGraw); *Red Scarf Girl* (Jiang Ji Li); *The View from Saturday* (Koningsburg); *The Lightning Thief* (Riordan), *Crash* (Spinelli) as well as short stories, poetry, and Egyptian, Greek, and Roman myths.

A major part of the curriculum is the development of organizational skills such as creating a system for keeping track of homework assignments, learning various techniques for test-preparation, and strategies for test taking.

Sixth Grade Humanities

History: Sixth graders study the development and spread of civilizations throughout the Middle Ages. Students study Medieval England, the Islamic Empire, and the African Empires of Ghana and Mali, as the societies pass from more segmented village life into more formalized, more cosmopolitan societies. Students focus on the social and political histories of these areas and their influence and impact on each other. At the beginning of the year students work on brief research project, while, at year's end, they spend several weeks on an extensive research project. Main texts include *The European World* and *The African and Middle Eastern World*. Supplemental texts include *Arabs of the Golden Age*, *The Royal Kingdoms of Ghana, Mali and Songhai*, *The Medieval Village* and various others.

English: In addition to their readings in history class, students read a variety of literary genres – novels, short stories, poetry, current newspapers and magazines, as well as websites. There is an emphasis on frequent and wide-ranging writing assignments (e.g. non-fiction, persuasive essays, five-paragraph thesis essay; research; journals; creative fiction, poetry); grammar; vocabulary development; and spelling. Each student undertakes an Independent Reading Portfolio and Research Project.

Among the works studied are *Beowulf*, *A New Telling* (Nye); selections from an adaptation of Chaucer's *Canterbury Tales* (Hastings) *Roll of Thunder*

Hear My Cry (Taylor); *Catherine Called Birdy* (Cushman); *Book of the Lion* (Cadnum); *Stargirl* (Spinelli), and *The Giver* (Lowry). Students also read and analyze excerpts from short story and poetry collections and keep a portfolio of their independent reading. *English Workshop (Second Course)* is the grammar text.

Field Trips are scheduled to The Cloisters, The Metropolitan Museum of Art, Atlantic Avenue in downtown Brooklyn, and The Cathedral of St. John the Divine.

Seventh Grade History

Seventh grade history focuses on the history of the Americas beginning with the origins of Meso-America and moving to a study of North American Nations including the Iroquois. We then study the impact of European exploration and colonization, eventually looking at the founding of the United States. Other major curricular areas include African American history, the Age of Jackson, and the spread of Industrialization and its impact. The year's end brings us up to the American Civil War. Our approach is a social-historical one, recognizing the interplay between world events and individual experiences as students examine the foundations of governance in diverse cultures. A highlight of the late winter's work is participation in the "Constitution Works" program. Students also write three or four research/thesis papers per year. Main texts include *Our American Nation*, *African American History*, and the *Constitution Works Student Workbook*.

Seventh Grade English

The literature read and analyzed in this class is multi-genre, with a focus on novels, autobiography, short stories, poetry, and drama. The essential themes are the individual's relationship to larger society, point-of-view, identity, and power structures. There is an intensive focus on the writing process, which includes brainstorming, outlining, drafting, editing, and revising for a variety of purposes and audiences. Writing assignments may be analytical, narrative, or creative.

Among the works studied are: selected short stories (Henry and Capote); selected poetry; *The Outsiders* (Hinton); *Twelve Angry Men* (Rose); *Flowers for Algernon*, (Keyes); *To Kill a Mockingbird* (Lee); *Persepolis I and II* (Satrapi); *The Narrative of the Life of Frederick Douglass*; and *Romeo and Juliet* (Shakespeare). The grammar text is *English Workshop: Third Course*. Seventh graders also use the *BFS Middle School Writing Guide* (Blosser and Mazor), which covers the topics of pre-writing, drafting, revising, and crediting the works of others.

Eighth Grade History

Eighth Grade History focuses on the main events in the United States from the late antebellum period through World War II. Students learn essential information about the years 1850 to 1945, with special emphasis on the Civil War, Reconstruction, the New Immigration period, the Gilded Age, the Progressive Reform Era, World War I, and the Great Depression. Along the way, students contemplate issues related to women's rights and civil rights (highlighting the experiences of Jews, African Americans and Japanese Americans in particular). The course uses a social-historical approach, recognizing the interplay between famous movements and individual experiences. Throughout the learning process, students ponder the following essential questions:

- ▶ Who writes history and why?
- ▶ How is identity affected by ethnicity, race, gender, and class?
- ▶ What factors affect social mobility in America?

Periodically, the course will look at American history through the lens of New York City. We will attempt to determine how New York both created, and reflected, trends seen throughout the nation. Students will also write three to four research/thesis papers per year. Texts include *America: Pathways to the Present*, *A History of Multicultural America*, *African American History* as well as various Internet sites and videos.

Eighth Grade English

In eighth grade, literature studies are integrated with the history curriculum focusing on the multicultural fabric of the United States. Through literature and history, students explore social and cultural issues of the past and present including issues of power, class, ethnicity, race, gender, and how language is used to define and persuade.

Among the works studied are *A Tree Grows in Brooklyn* (Smith); *Fahrenheit 451* (Bradbury); *The House on Mango Street* (Cisneros); *Of Mice and Men* (Steinbeck); *The Tempest* (Shakespeare); *The Portable Harlem Renaissance Reader* (Lewis); *Maus I and II* (Spiegelman); *The Chocolate War* (Cormier); and selected poetry and modern short stories.

Vocabulary and literary devices, such as theme, irony, plot, dialect, symbolism, character development, and point of view, are studied in the context of the literature read. Students strengthen their grammar, vocabulary, and writing skills through frequent in-class writing and the creation of more advanced creative and analytical pieces. They continue to work with *English Workshop* as their grammar text and the *BFS Middle School Writing Guide* (Blosser and Mazor).

MATHEMATICS

The overall goals of the Mathematics program in the Middle School are to have students build confidence in their mathematical ability, develop problem-solving skills, learn the mathematical skills and concepts that they will need in later mathematics courses and subjects, and learn to communicate and reason mathematically as they gain an appreciation of the value of mathematics in their lives.

In particular, the curriculum in grades five through eight expands students' knowledge of numbers, computation, estimation, measurement, geometry, statistics, probability, patterns and functions, and the fundamental concepts of Algebra.

The Middle School mathematics curriculum is spiral in nature; topics are revisited each year in order to deepen and extend the understanding of concepts and their application. In addition to making use of manipulative, lessons are developed to promote cooperative learning and communication skills, the integration of mathematics with other subjects, and the development of critical-thinking skills and individualized learning.

To maximize learning, the mathematics program offers extra-support for students through math lab, opportunities for students to participate in national math contests, and an accelerated grouping option at each grade level, where motivated and able mathematics students are exposed to enriched mathematical opportunities.

Fifth Grade Mathematics

Fifth grade mathematics is designed to foster an understanding of ideas and concepts in mathematics, to develop problem-solving strategies, and to strengthen and expand arithmetic skills, mental math, and estimation strategies. This course emphasizes cooperative problem solving, appropriate use of technology, open-ended problems, and multiple types of mathematical communication (verbal, written, and pictorial).

Sixth Grade Mathematics

Sixth grade mathematics combines arithmetic and geometry with an emphasis on real life mathematics. In this course students will be encouraged to make sense of the quantitative nature of our world. The course has three major components: conceptual understanding of mathematics, development of problem solving strategies, and the strengthening and expanding of basic skills, mental math, and estimation strategies. This course emphasizes cooperative problem solving, appropriate use of technology, open ended problems, and effective mathematical communication (verbal, written, and pictorial).

Seventh Grade Mathematics

Seventh grade mathematics is a pre-algebra course that combines arithmetic and geometry with an emphasis on applied mathematics. In this course, students are expected to generalize ideas, look for patterns, and move beyond a concrete interpretation of our world. The course has three major components: understanding ideas, developing problem-solving strategies, and strengthening and expanding basic skills and mental math. The focus of the course is on the mathematical process of solving a problem. Technology is used as a tool to solve problems with a concentration in computer spreadsheets. An emphasis is made on cooperative learning, real-life projects, open-ended problems, and different types of communication (verbal, written, pictorial).

Eighth Grade Mathematics

Eighth grade mathematics is an Algebra I curriculum. It is an intensive exploration of algebra that will expand upon students' previous understanding of arithmetic. Students study functional relationships, connections among ways of representing these relationships, and the use of representations of functions to solve problems. These relationships provide the basis for solving equations and inequalities. Students are introduced to coordinate geometry, polynomials and quadratic functions. This course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. The concepts and skills discussed in Algebra I will prepare students for the study of advanced mathematical topics.

SCIENCE

Developing scientifically literate individuals is the overall goal of the Middle School science program. Through the use of a hands-on, laboratory approach, students develop their analytical and reasoning skills, as they make hypotheses, conduct experiments, record observations, draw conclusions, and present findings. Class discussions, debates, oral reports, and formal lab and research projects further facilitate the mastery of content and the development of skills. The integration of environmental studies into course work helps students understand the role of science in dealing with social as well as technological changes facing the world. Sixth through eighth grade students have an opportunity to apply scientific information by organizing and analyzing a research paper and project during the Invention Convention and Virtual Science Fair.

Fifth Grade Science

All fifth grade students study general science, with a focus on life science. The course is divided into units on living things and cells, plants, environments, and animals. Throughout the year students gain knowledge about many of the concepts related to these topics. Our overnight trip to the Frost Valley Environmental Education Center in the Catskills is an integral part of the curriculum. Our study of animals starts by looking at animal adaptations and moves on to a survey of the different phyla, with an emphasis on invertebrates. A special emphasis is placed on the investigative nature of science and the connection of subject matter to students' life experiences.

Sixth Grade Science

Students study physics and chemistry. The course explores the physical and chemical properties of matter, energy, natural resources, and nuclear science. Students develop deductive and inductive reasoning skills and an appreciation of the importance of examining and recording data. Laboratory investigations and model-making activities challenge and develop students' thinking and reasoning skills. Scientific problems and questions provide students with ample opportunities to hone these skills as they work through and solve problems. Educational science trips also contribute to student learning.

Seventh Grade Science

In seventh grade, students examine the life sciences. The topics covered include: life processes, the animal kingdom, human anatomy and physiology, the theory of evolution, and ecosystems. Students investigate concepts relating to biological science as they identify, examine and compare the organizational structures of uni-cellular and multi-cellular organisms, and interpret the function of various structures. Students also make evaluations and decisions based on evidence and proof. These concepts are reinforced through various role-playing activities and laboratory investigations where students demonstrate and observe structure and function and also cause and effect relationships.

Eighth Grade Science

Eighth graders study earth science, focusing on astronomy, environmental science and geology. In the astronomy component, students expand their perceptions of the world, looking beyond the Earth's formation to find out about the relationship between the Earth, the Sun and other planets, and the history of space travel and moon exploration. Students also study natural resources, air and water pollution and

the environment. In geology, students study rocks, land forms, erosion, deposition, rivers, and glaciers. These concepts are covered in depth through a study of New York City's geology and through a study of the geology, ecology and marine biology of Cape Cod, Massachusetts. A field trip to Cape Cod allows the students the opportunity to experience the environment first hand. The Earth Science class includes one double lab period where students work with metrics, computer modules, compasses, star charts, stream tables, acid rain simulations and porosity columns. Videos and models help students understand astronomical events.

CLASSICAL AND MODERN LANGUAGES

LATIN

Fifth Grade Latin

Fifth grade students begin the study of Latin with a child-friendly book, *Minimus*, which tells the story of a family living in Roman Britain. Students read about the daily activities of this family and learn appropriate vocabulary for the events that are depicted. In the process students learn basic grammar concepts. Roman history and classical mythology are presented to the students through a book that combines cartoons, activities, and Latin in a telling of twelve mythic narratives. Students gain familiarity with the geography of the ancient Mediterranean world and with aspects of Roman culture such as Roman dress, structure of the Roman familia, ancient theatre, architecture of public and private buildings, and Roman dining customs. Students write stories, sing songs, and perform skits in Latin. The course complements the 5th grade exploration of ancient cultures.

Sixth Grade Latin

Students read the story of a Roman family in Pompeii in 79 A.D., the year Mount Vesuvius erupted, burying the town and its environs in volcanic ash. A review of first year highlights enables beginning students to get their bearings. Familiarity with Latin helps students in their understanding of English vocabulary and grammar, while also providing a background for the study of modern languages. Students expand their knowledge of the Greek and Roman myths that provide a basis for Western civilization. Among the cultural topics covered are Roman spectacles, baths and aqueducts, election practices, education, and slavery. The study of slavery includes a unit on the slave revolt led by the Thracian gladiator, Spartacus. These topics are elaborated in research projects. Students practice conversation, write stories, create cartoons, sing songs, and perform skits in Latin. Students take the National Latin Exam.

Seventh Grade Latin

Seventh grade students use a text that narrates the story of a Roman family and their daily life in a country estate near Naples and in a townhouse in Rome. The declensions of Latin nouns and the conjugations of verbs are formally introduced. Throughout the year, students gain weekly practice in Latin composition and conversation. Vocabulary building includes an enhanced awareness of the Latin roots of Romance languages. The study of Roman dress, roads, and travel are illuminated through a series of unadapted Latin readings by Roman authors. Students are encouraged to make connections between ancient and modern language and culture. Students participate in the National Latin Exam. *There are no prerequisites for this course and beginners are encouraged to join us.*

Eighth Grade Latin

In the eighth grade, grammar is introduced as a separate study and declensions and conjugations are learned. Students continue to read of a Roman family in the age of Vespasian. Our inquiry into facets of Roman life continues with units on Roman topography, the Roman forum, the Coliseum, graffiti, chariot racing and aqueducts. Roman moral and ethical thought are encountered through readings about the legendary kings and Republican heroes. Topics are supplemented with Latin readings from Roman authors such as Vitruvius, on architecture, and Ovid, commenting on dating prospects at the Circus Maximus. Students continue to practice conversation, write stories, create cartoons, sing songs, and perform skits in Latin. Research projects are an important part of the overall assessment. Students participate in the National Latin Exam.

FRENCH

Sixth Grade French

This is an introduction to the language and culture of the French-speaking parts of the world. The emphasis is on training students to listen, speak and understand at the beginning level. Writing and reading, the other important language skills, are also taught so that students begin to have a working knowledge of a foreign language. Students see videos, hear music, and look at the artwork of French-speaking people in order to broaden the base of their understanding of cultural diversity.

Seventh Grade French

This course is designed to reinforce and increase the background material which is taught in the sixth grade. The students use a textbook and workbook and complete the first half of a Level I course. In

addition to the basal text, the language experience is enriched by collaborative activities and ancillary materials including movies, videos clips, newspapers and magazines, songs and dances, along with computer programs and the Internet.

Eighth Grade French

Eighth grade French further develops students' oral, listening, reading and writing skills. Grammatical concepts encompass regular, irregular and reflexive verbs in the present, future and passé composé, interrogative and negative expressions, irregular adjectives, comparative and superlative structures as well as prepositions and object pronouns. Moreover, students enhance their proficiency and gain an awareness and appreciation of various aspects of French life via cultural vocabulary, dialogues and readings. Multimedia and collaborative ventures offer opportunities for reinforcement, self-expression and enrichment in both French language and culture.

SPANISH

Sixth Grade Spanish

Sixth grade Spanish is an introduction to the language and culture of the Spanish-speaking parts of the world. The emphasis is on training students to listen, speak, and understand at the beginning level. Writing and reading, the other important language skills, are also taught so that students begin to have a working knowledge of a foreign language. Students see videos, hear music, and look at the artwork of Spanish-speaking people in order to broaden the base of their understanding of cultural diversity.

Seventh Grade Spanish

The seventh grade course is designed to review the background material that was taught in the sixth grade. The students use a textbook and workbook and complete the first half of a Level I course. In addition to the basal text, the language experience is enriched by other activities such as movies, videos, magazines, learning songs, and dances.

Eighth Grade Spanish

Eighth grade Spanish further develops students' oral, listening, speaking, and reading skills. Grammatical concepts include regular and irregular verbs in the present, preterit and future tenses, reflexive verbs, direct and indirect object pronouns, comparative and superlative adjectives, and the negative words. An important goal is the expression of personal thought and ideas rather than just sentences from a book. Students have opportunities to express themselves in speaking, writing and doing projects. The language experience is enriched with movies and videos, magazines, songs, and dances.

VISUAL ARTS

The visual arts curriculum continues and expands on the challenges and ideas explored in previous grades. In fifth and sixth grades, all students take art studio for one semester twice a week, and ceramics for one semester twice a week. Seventh and eighth grade students take semester elective classes.

Fifth and Sixth Grade Art Studio

The curriculum provides opportunities for exploring imaginary realms and sharpening visual awareness of the world. Materials and techniques are introduced or reinforced. Art concepts such as composition, color, form, line and pattern are discussed and applied. Using resources such as books, prints, slides and video, art history and cultural connections are discussed for most projects.

Students work in a variety of media including tempera paint, watercolor, pastel, charcoal, craypas, pen and ink, collage, printmaking, and cardboard construction. During the semester, one of the art projects relates directly to another area of the grade-level curriculum. Fifth grade projects have included plaster carving of Egyptian gods, mosaics in the style of ancient Greece and Rome, extended image paintings, drawing from observation and imagination, and sculptures of fake cakes. Sixth grade projects include: Tempera paintings from observation, stained glass rose windows, drawings, stained glass and tile niches with Islamic inspired patterning, and pen and ink drawings.

Fifth and Sixth Grade Ceramics

Ceramics classes are flexibly designed to address the needs of students at different skill levels. All basic hand-building techniques are explored. Classes begin with Native American style coil pots. Students learn slab techniques, pinch pots, sculpture, jewelry making, wheel throwing, and glaze chemistry. All glazes are non-lead and are safe for students to use.

SEVENTH AND EIGHTH GRADE ELECTIVES

Ceramics (Throwing)

This class focuses primary on wheel work. Students will continue to perfect centering and creation of functional pieces on the potter's wheel. Bowls, cups, and other vessels will be formed. Students will study and be inspired by the work of Korean and Japanese potters, including the master potter, Hamada. Hand building and sculptural pieces will be made during the semester in addition to the wheel.

Drawing

Students work with a variety of drawing media to expand their drawing vocabulary and their ability to see as an artist does. Through assignments, students add to their knowledge of composition, observation, contour, value and shading, and perspective. Subjects are selected from portrait, figure, still life, and interior and exterior views. Experimental drawing and automatic drawing may be explored. Outdoor drawing expeditions may be planned. The scale of work ranges from pen and ink miniatures to wall-size charcoal drawings. Styles of famous artists from the Renaissance to the present are used for inspiration.

Painting I and II

Students taking this class work in acrylic paints. Assignments focus first on painting from observation. Scenes and other still-life set-ups are arranged to work from. The focus is first on composition and then on color mixing and matching. The students discover how to depict and represent highlight and shadow on the objects with paint. The class also offers students an opportunity to paint in the style of well-known artists such as Georgia O'Keeffe and Roy Lichtenstein.

In Painting II, students continue to explore and develop techniques of acrylic painting. Assignments include further attention to work from observation, color and composition, and developing individual themes and concepts in paint. Reference is made to art history and the current New York City art scene.

Woodworking

In woodworking students combine manual skills and visual arts concepts. Students design and build their own projects, confronting design problems related to mathematics, scale and proportion, function, and aesthetics. Students develop proficiency working with manual and power tools. Examples of projects include a shelf unit with drawers, tables, chairs, lamps, cabinets, and benches. The students are also exposed to the furniture designs of diverse cultures. A high standard of finishing is required, involving careful sanding and either a paint, polyurethane, wax or oil finish.

Media Workshop

Students will explore different forms of mass communication. We start from the perspective of the consumer and the creator to examine what we watch, read, and listen to. This leads to an understanding of what kind of messages are being used to communicate, by whom, to whom, and for what reason. Students learn the fundamentals of digital photography, videography, audio recording, and digital media editing.

Media Production

In this class for those who have taken Media Workshop, students explore advanced techniques in the use of digital video, digital photography and the manipulation of digital media. They explore production styles, manipulation techniques, and genres.

Cel Animation

Students will learn the fundamental steps of hand-drawn cartoon animation. From idea to finished product, students sketch ideas that are "pencil tested" for motion. Once corrections are made, these drawings are scanned in the computer for cleaning, layering, and painting. The scenes are then exported for final editing and creation of a short film.

PERFORMING ARTS

The performing arts curriculum recognizes potential in every individual and seeks to build skills for lifelong enjoyment of the arts. In dance, drama, and music courses, students actively participate in non-competitive classroom environments that encourage collaboration. Self-assessment, peer critique and audience skills are developed throughout the creative process. Course work includes experiential exercises, rehearsal, performance, observation and analysis. In fifth grade students take dance and either chorus or orchestra. Sixth graders take dance and drama and have a choice of chorus, orchestra or musical explorations. For seventh and eighth graders, the electives are dance, drama, chorus, orchestra and jazz band.

Dance

The dance program engages students in artistic expression as they explore dance concepts and create original work. The curriculum includes body awareness, dance technique, improvisation, and composition. Students gain an appreciation of movement style and learn to understand dance as an expression of culture. Laban Movement Analysis, a language for describing movement, is utilized in teaching students the elements of movement. Developing a critical eye is important, as is the ability to articulate observations in a supportive manner. Students investigate dance concepts, learn to perform with focus and commitment, and experience and appreciate dance as an art form.

Drama

In this class students develop acting skills and learn the basic elements of drama. The curriculum uses team-building exercises to teach communication skills. Theater games, improvisation, and pantomime introduce students to the dramatic concepts of conflict, setting, and character. The class culminates in monologue or scene studies.

Chorus

Students learn the process of singing together in a chorus as they explore different choral techniques, voice parts, and repertoire. Lessons include vocal and physical warm-ups as well as rhythm and solfège exercises. Students sing music in a wide range of styles and gain appreciation of the cultural context of music. The class culminates in performances in the winter and spring concerts.

Orchestra

Fifth and sixth grade orchestra is a course for students wishing to play a stringed orchestra instrument: violin, viola, cello, bass. Each student will gain a basic understanding and appreciation for classical music through lessons in basic theory, history, and playing technique. The emphasis for this class is placed on basic playing and listening skills to foster each student's capacity for self-expression in playing a string instrument (in a group as well as alone).

The seventh and eighth grade orchestra elective is open to students who successfully completed 6th grade orchestra or have experience playing the violin, viola, or cello. Students gain an appreciation for classical music through lessons in basic theory, history, and playing technique. The class culminates in performances in the winter and spring concerts.

Musical Explorations (Sixth Grade)

Students discover and experiment with different aspects of music including composition, the physics of sound and acoustics, various notational systems, how music works in different cultures, and how people perceive and make music. The class includes listening and lots of hands-on projects with some multimedia work, some collaborations with other classes, and following up on the questions and interests that students bring into the class. There is some instrumental ensemble work, and students are encouraged in some units to play instruments and to get to know new kinds of instruments. Students compose their own pieces for concerts and have other opportunities to make music meaningful in the community.

Jazz Band (Seventh and Eighth Grade)

This ensemble is for instrumentalists with some previous experience on their instruments, though jazz experience is not necessary. Students improvise, learn songs by ear, listen to jazz and learn about the colorful figures in the history of jazz. The ensemble includes wind/brass players and a limited number of students on bass, guitar, piano, and drums. Auditions are held in May. The class culminates in performances in the winter and spring concerts.

INFORMATION TECHNOLOGY AND MEDIA LITERACY

The Information Technology and Media Literacy curriculum addresses broad skills, the cultivation of higher-order thinking, and logical-processing skills.

Computer literacy is integrated into the fifth grade study skills class. Sixth, seventh, and eighth graders have Computer Literacy classes with the Technology Integrator in the computer lab. This class includes, but is not limited to, network navigation and digital organization, continued support of touch-typing skills, and responsible research on the Internet. All students explore an array of software suites including but not limited to communications, word processing, spreadsheets, idea-mapping, presentation, multimedia, and introductory programming. In addition, seventh and eighth graders may elect to take courses in cel animation, introductory digital media, and intermediate digital media.

Our study of information and media literacy provides a framework to access, analyze, evaluate and create media messages in a variety of forms. Here we work to develop an understanding of the role of media in society, as consumers and creators, as well as essential skills of inquiry and self-expression.

LIBRARY MEDIA CENTER

The Library Media Center has extensive collections of fiction and nonfiction, as well as periodicals, reference books, CDs, DVDs, and computer resources. Students use the library during recess and before and after school. The librarians work with classroom teachers to assist with research projects and to suggest books for recreational reading. In consultation with the teacher, the librarian schedules periods for orientation and library skills instruction.

ORGANIZATION AND STUDY SKILLS

Fifth and sixth grade students take a study skills class two times a cycle. This class focuses on organization, note-taking skills, test-taking skills, and study skills. Students requiring additional reinforcement of English language skills also receive small group instruction. In seventh and eighth grades, organization and study skills continue to be addressed within the context of each student's content area classes. Students are taught how to organize and maintain a notebook, how to highlight, how to take notes from a textbook and a lecture, and how to prepare for a test. Specific steps are taught for writing a research paper. As students move through the grades, they are expected to become increasingly independent in applying these strategies and skills.

PHYSICAL EDUCATION

Physical education classes comprise a period of vigorous exercise, instruction in skills, and a blend of cooperative and traditional games. Typical activities include volleyball, soccer, aerobic fitness, hockey, softball, cooperative games, trust activities, tag games, badminton, and basketball. Students have the opportunity to create their own games. Each unit begins with instruction and practice in fundamental skills. Drills using game simulations are used to develop an understanding of game fundamentals, eye-hand coordination, spatial awareness, speed, and endurance. When students have learned the basic skills of a sport, actual games are played. Students are encouraged to compete with themselves and improve upon their own abilities. The competitive spirit is tempered by an emphasis on good sportsmanship. Related to the organization of teams are the inherent values of team sports: camaraderie, discipline, self-sacrifice and working together toward a common goal. Students are assessed on their effort and cooperation.

HEALTH AND LIFE SKILLS

The rapidity of physical growth, the changing perceptions of self and others, alternate feelings of self-confidence and self-consciousness, independence, peer pressure, concern with physical appearance, and changes in social relationships are areas of great importance to the early adolescent. The Middle School program addresses these issues through health classes and the advisory program.

The health classroom is designed to be a safe environment that allows students the opportunity to share and discuss in open, trusting surroundings. Students study a wide range of physical, social and emotional issues which affect them both as adolescents, and as members of society.

The class includes activities that educate and empower students on many levels. Students also learn accurate and current information about various topics. Units of study include: growth and physical health, drugs (including alcohol), gender issues, the physiological and emotional aspects of human sexuality, and many others. Students also continue to develop the social and emotional skills they may need to manage this information. A primary goal of this class is to equip students with stronger factual, emotional, and social processing skills, so that they will be more equipped to make healthy decisions throughout their lives.

ATHLETICS

Middle School has several interscholastic athletic teams for 7th and 8th graders. A morning sports program is offered for 5th and 6th graders as well. Among the sports played are soccer, cross-country running, volleyball, baseball, softball and basketball.

OUTDOOR EDUCATION AND EXTENDED TRIPS

All Middle Schoolers take part in overnight trips designed to enhance both academic and social skills. Fifth and sixth graders spend three days during the winter in the Catskill Mountains at the Frost Valley Environmental Center exploring the natural environment, participating in trust and community-building exercises, and engaging in winter recreational activities. Seventh graders travel to Washington D.C. as an integral part of their study of United States history. They visit important national monuments and museums, which deepen their understanding of our democratic institutions. Eighth graders start the year off with an overnight trip to establish group and individual goals with a focus on leadership. The class also takes a three-day trip in the spring to Cape Cod, an experience which represents the culmination of their yearlong study of Earth Science.

UPPER SCHOOL

The Brooklyn Friends Upper School curriculum provides every student with a strong and broad foundation in the arts, humanities, sciences, and ethics. Over four years, students are continually encouraged to reach as far as their strength and talents will carry them.

Ninth and tenth grade students enjoy the support of a special program crafted for each class. In a coordinated approach, groups of ninth grade students take courses in English, history, and visual or performing arts together so that their teachers can converse and plan as they address their needs and encourage their growth. The approach is similar for tenth graders. In the ninth and tenth grades, particular attention is paid to community building, developing strong communication skills, and promoting a healthy lifestyle, good study habits, and effective time management.

Under the guidance of a faculty advisor and Upper School Head, students work out a rigorous program of study that meets their needs, interests and abilities. Initial placement in math and foreign language varies according to the level of accomplishment each student exhibits. Flexibility in course offerings permits those with particular ability in these areas to move forward at a pace that makes the best educational sense for them. As students progress, they are presented with choices so that they may fashion a largely individualized program in their junior and senior years. The depth of our faculty's strengths permits diverse elective offerings, with courses beyond the college entrance level in both the humanities and sciences.

International Baccalaureate

Brooklyn Friends School offers the International Baccalaureate Diploma Program for students in the 11th and 12th grades. This internationally recognized program allows students to explore specific subjects with breadth and depth in six major areas. The curriculum encourages critical thinking through the study of traditional college preparatory curriculums while at the same time offers an international perspective. In addition, IB students are required to participate actively in creative activities and community service, as well as completing an individual research project (extended essay) and an inquiry course that delves into the nature of knowledge (Theory of Knowledge course).

ENGLISH

4 Year Requirement

English 9 Youth in Society

English 9 is a foundational survey course designed to build essential language skills (reading, writing, speaking, and listening) that spiral upward in our college-preparatory English program in grades 9-12. Students will be introduced to a variety of literary genres: short prose fiction, non-fiction, drama, and poetry featuring diverse, classical and contemporary voices.

The first third of the year will focus on the required summer reading, the short story, myths from Edith Hamilton's *Mythology*, and excerpts from Ovid's *Metamorphoses*. Students will produce a polished personal essay during the first semester, in addition to a number of expository pieces. We anchor sail in Homer's epic poem, *The Odyssey* (Fitzgerald translation) in the middle portion of the year, followed by a reading of myriad selections of work from the anthology, *An Introduction to Literature*, including writing by diverse voices from around the globe and bridging the classical to contemporary eras. Students will also read and study a novel. The year concludes with a close reading of a Shakespeare play and the reading and writing of poetry, including a recitation that includes a brief oral commentary.

Vocabulary development and the study of grammar and usage are addressed prescriptively in the context of student writing, the literature we read, and by using a grammar reference and a supplemental vocabulary text. Students are given a diagnostic usage and writing assessment at the outset of the year to help identify strengths and areas for improvement.

English 9 addresses a range of fundamental writing skills necessary for a student's success in the Upper School via a workshop format that engages students in a deliberate process. Students produce myriad writing assignments, including expository essays, commentaries, and journal reflections in response to major works, as well as persuasive and creative writing that includes opinion pieces, letters, character sketches, poems, and personal essays. Students also are introduced to the expectations and conventions of a formal comparative literary essay, as well as to the expectations of MLA (Modern Language Association) parenthetical documentation.

There is intensive attention to writing mechanics, grammar, structure, and important usage conventions

that enhance effective expression. In the context of a workshop featuring modeling, constructive critique, editing, and revision, students will produce a portfolio of written work as a significant measurement of their skill development. The teacher will design some writing topics, while other subjects will be developed according to student interest, since writing is a matter of important self-discovery.

English 10 United States Literature

As a survey course that builds on the skill foundation of English 9 and helps prepare them for vigorous IB caliber work in the eleventh grade, the English 10 U.S. Literature course uses a thematic approach to studying literature of the United States of America, examining and interpreting the literary development of what has been termed the “American Dream.” We will discuss what makes an “American” and how different writers have imagined and re-imagined American identity. In addition, we will investigate how this dream differs from person to person and how it has changed as our nation has evolved.

Writers include John Steinbeck; Maxine Hong Kingston; Henry David Thoreau, Ralph Waldo Emerson, Walt Whitman; Emily Dickinson; Nathaniel Hawthorne; Mark Twain, Arthur Miller; F. Scott Fitzgerald; Tim O’Brien; Toni Morrison; Langston Hughes and other writers of American poetry and fiction. Student writing takes the form of personal essays, in-class essays, thesis papers, creative projects, oral commentaries and presentations. Students also continue to develop their speaking and listening skills, and work on grammar, usage and vocabulary to enhance their writing.

English 11 Rhetorical Approaches to Appetite, Authority and Alienation

The aim of this course is to broaden the student's understanding and enjoyment of both modern and classic works, including fiction, drama, poetry and non-fiction. Paralleling significant emphases of the IB class, we will investigate how writers have approached existential themes such as desire, power, and alienation, paying close attention to the rhetorical strategies writers employ to write clearly, engagingly, and persuasively. Students will explore the texts through both analytical writing (e.g. essay; commentary; position paper; Letter to The Editor) and other creative writing assignments. Students will work to cultivate greater variety and precision in their writing by reviewing fundamental components of persuasive essays and commentaries.

In addition to extensive written work, students will be expected to respond orally to the texts in class dis-

ussion, recitation, and formal presentation.

Grammar and usage will be taught in relation to its application in order to improve student writing.

Students will study new vocabulary generated from their reading and supplemental vocabulary texts to expand their repertoire of words to enhance their writing. The course features texts in a variety of genres by modern and classical writers, including some works in translation from around the globe.

English 11/12: IB English (HL)

Literature addresses problems of the human heart, the nexus of human concerns that unite writers across the globe. The English (HL) course will prepare students to discuss, compare, contrast, and write with sensitivity and sophistication about a global variety of literary works and genres. Focusing primarily on the themes of desire, power, and alienation and in reading works from different cultures, periods, and styles, students will study the rhetorical strategies and effects that distinguish and connect the works, their themes, and their historical and geographic contexts.

Over the course of their junior and senior years, students will focus, independently and collaboratively, on four compulsory areas: I. “World Literature;” II. “Detailed Study;” III. “Groups of Works;” IV. BFS’s “Free Choice.” Students will study, independently and collaboratively, fifteen works of literature that include the aforementioned required genres or groups (drama, poetry, novel, prose nonfiction: the essay). These areas and specific textual emphases complement our long-standing departmental expectation that students gain a strong foundation in essential language and critical thinking skills (reading, writing, speaking, listening), an organic lifelong interest in literature, and, in concert with our Quaker, college, and life-preparatory mission, essential habits of mind and heart that prepare them for lives of leadership and service. In keeping with our Quaker mission and IB expectations, our classes emphasize respectful dialogue, inquiry, and understanding of differences in global perspectives and literary traditions.

The process emphasizes close textual reading, independent work, class discussion, frequent analytical writing, and oral commentary and presentation that hone the students’ critical thinking skills, including the ability to appreciate diverse points of view, to write persuasively, to speak articulately, and to listen respectfully in order to be more informed, globally-aware citizens and leaders. Additionally, students will be encouraged to pursue an array of independent enrichment reading from different lenses of literary criticism, field experience (e.g. local lectures, performances, exhibits) and other multidisciplinary approaches (e.g. the ren-

dering of a theme in a work of art) to enhance their appreciation of the artistic and historical distinctiveness of each work. Assessments will include quizzes, oral commentaries, oral presentations, and recitations, journal reflections, written commentaries and essays.

Authors studied represent a diverse range of voices, cultures, time periods, and styles, including a minimum of five works in translation. The following authors are featured: Albert Camus; Richard Wright; Mary Shelley; Franz Kafka; Gabriel Garcia-Marquez; Jean Rhys; John Keats; William Wordsworth; Percy Shelley; Samuel Taylor-Coleridge; John Milton; Toni Morrison; Chinua Achebe; Joseph Conrad; William Shakespeare; E.B. White; Oscar Wilde; August Wilson; Tayeb Salih; Mary Oliver; and Sophocles.

English 12 Senior English

Paralleling major emphases of the IB course, this class will continue to build students' critical reading and writing skills to help prepare them for the demands of college work. Additionally, this course will help the student cultivate his or her writing voice since self-discovery and self-expression are critical components of the college transition.

The course emphasizes close textual reading of classical and contemporary texts, independent work, class discussion, analytical writing, and oral commentary and presentation. This work is designed to hone the students' critical thinking skills, including the ability to appreciate diverse points of view, to write persuasively, to speak articulately, and to listen respectfully in order to be more informed, globally-aware citizens and leaders.

The course will begin with a close reading of Shakespeare's *Othello*, essays by E.B. White and others, a novel in translation, and poetry by the English romantics and others. During the fall, students will engage in the workshop process of producing a personal essay or memoir, an important component in the student's college writing portfolio. The spring semester will focus on the genres of drama and poetry; formal writing skills will be reinforced and students will have opportunities to write drama and poetry, as well.

STUDY SKILLS, PRESENTATION SKILLS, COLLEGE COUNSELING

Required courses

Grade 9 Study Skills and Information/Media Literacy

This is a seminar course for all ninth grade students. This course is designed to support students in their transition to high school, focusing on study skills techniques and strategies to promote success in all content areas. Students are introduced to and exercise the following skills: organization and time management, note taking, test taking, vocabulary development, textbook study and research. Students will analyze their learning styles and discover how to develop their own learning process to support academic success.

Practical application of study skills using the computer as a tool include curriculum based projects throughout the ninth grade year, including but not limited to using word processing, spreadsheet, presentation, database and communications software. As part of this survey of information, technology and communication skills we will participate in an overview of the basic concepts of programming languages.

Throughout the year we will explore and discuss a broad range of topics related to the evolution of information communications technologies, with an emphasis on computers and their role, use and effect in various aspects of our society. This is inclusive but not limited to the specific and concrete considerations of information communications technology hardware, software, "humanware" and the abstract and philosophical considerations of the evolving and complex relationship between people and information communications technologies. We will also explore the impact of the "technological revolution" on the socialization of humans: individual (I), cultural (us-them), community (we) and humanity's growing dependency on information communication technologies and the implications for the future of our local, regional, national and global communities.

Grade 10 Public Speaking

This course addresses the fundamentals of public speaking, which includes instruction and practice in the various forms of public address and the techniques for orally presenting ideas clearly, concisely, and coherently. Students will be able to organize and develop a variety of rhetorical patterns, are required to outline speeches frequently and to critically analyze public speeches of various types.

College Counseling Junior Seminar

This course is used as the pre-planning for college. Students in Junior Seminar are asked to complete a number of assignments. These include: completing the common application and a list of extracurricular activities; cutting and pasting the autobiography into two sections of Naviance; researching and developing a college list including journal entries on Naviance for at least four of these, and writing about summer activities. Each student has been asked to schedule an individual meeting to discuss the college application process.

College Counseling Senior Seminar

The first semester is used for college counseling. Seniors are in the process of completing their applications. By this time, each should have completed the following work: the common application, a draft of the common application essay, printing supplements, working on supplemental essays, and asking for teacher recommendations. While some are still working on finalizing their college lists, many now have a good working list in order to begin the application process. The second semester the students learn life skills in leadership and decision making with regard to the outside world.

HEALTH

Grade 9 Life Skills *Required course; spring semester*

Life Skills is a class about getting to know one's self – what you like and don't like, what you need and don't need, who you are and who you would like to become. The classroom is designed to be a safe, confidential environment, which allows students the opportunity to share and discuss in an open and trusting manner. The curriculum is, for the most part, determined by the students. Their proposed topics are combined with some core age-appropriate topics to create the curriculum for the semester. The course always includes: sex and sexuality, intimate relationships and friendships, communication, relationships with parents, conflict resolution, drugs and drug use, stress management, and the media. Class is almost always discussion with students doing most of the talking and facilitating. The class meets twice a week for one semester. The schedule varies somewhat from section to section; sections may be separated by gender for some or all classes.

HISTORY

3 Year Requirement

Grade 9 Comparative World Cultures

This course introduces students to the study of human culture and history in three distinct geographic regions: Europe, Africa, and Asia. We examine in some depth each culture and how it has evolved over time by looking at the geography, religion/value systems, social structure, and government of each region. In studying the history of each region, a thematic approach, rather than a detailed chronological one, is emphasized. A major goal is to show the historical legacies of the civilizations that developed in each region. We devote considerable attention to the contemporary realities of each of these societies. A basic assumption of this course is that by studying the similarities and differences between various cultures, we can better understand our own society and ourselves. Students read a variety of primary and secondary accounts. Projects and assignments involve essay writing, research, analysis of current newspaper and magazine articles, geography and role-playing. We also make use of New York's unique resources by taking numerous field trips in conjunction with the curriculum.

Grade 10 History of Europe

The course will begin with a brief overview of European history from the French Revolution through World War I. The primary focus of this course will be on the major developments in Europe and the Middle East since 1919. The following are the major topics and themes that will be covered:

- 1) Conflict and Cooperation in the Interwar Years: The Road to World War II
- 2) Totalitarian Europe, 1922-1953: Fascist Italy, Nazi Germany, and Stalinist Russia
- 3) The Soviet Union and Eastern Europe 1924-1982 (The period up to 2000 will be covered in the 2nd. Year)
- 4) Post-War Developments in the Middle East 1945-1979 (The period up to 2000 will be covered in the second year)

Students will also gain a general understanding of twentieth century world history and how the major events in Europe affected the rest of the world, and vice versa. A primary aim of this course is to go into both breadth and depth in studying the interplay between political, social, economic, religious, technological, and cultural developments in Europe and the rest of the world. Considerable attention will also be devoted to the events in the world outside of Europe since 1945.

Those events will be studied in the context of the following two main themes:

- 1) Origins and development of authoritarian and single party states
- 2) Nationalist and independence movements in Africa and Asia

HISTORY COURSES FOR GRADE 11

IB History of the Americas

IB History of the Americas will look at the major political, social, cultural and economic developments in the United States and Latin America from 1760 to 2000. The class will study, among other topics, independence movements, the challenge of nation-building; the emergence of the Americas in global affairs; the Great Depression; the Second World War and the Cold War, deciphering the impact of these events on the Western Hemisphere. The countries of the Americas form a region of great diversity but close historical links, and the course will examine case studies in order to note sectional similarities and differences. This course (for juniors) works in conjunction with IB 20th Century World (for seniors) to fulfill a Higher Level requirement of the IB Diploma Program.

Grade 11 History of the Americas

History of the Americas will look at the major political, social, cultural and economic developments in the United States and Latin America from 1760 to 2000. The class will study, among other topics, independence movements, the challenge of nation-building; the emergence of the Americas in global affairs; the Great Depression; the Second World War and the Cold War, deciphering the impact of these events on the Western Hemisphere. The countries of the Americas form a region of great diversity but close historical links, and the course will examine case studies in order to note sectional similarities and differences.

HISTORY COURSES FOR GRADE 12

IB History II - History of the 20th Century World

Students will gain a general understanding of world history since 1945 and how the major events in Europe affected the rest of the world, and vice versa. A primary aim of this course is to go into both breadth and depth in studying the interplay between political, social, economic, religious, technological, and cultural developments in Europe and the rest of the world. Considerable attention will also be devoted to the events in the world outside of Europe since 1945.

The following are the major topics and themes that will be covered:

- 1) The USSR to its fall 1945-1991; Russia to 1995
- 2) Eastern and central Europe (excluding USSR), 1945 to 1995
- 3) Nationalist and independence movements, decolonization and challenges facing new states
- 4) The rise and rule of single-party states
- 5) The state and its relationship with religion and with minorities

The History of Art

Throughout the history of humankind there has been a constant dialogue between the artist, the philosopher, the scientist, and the politician. The role of the artist as both interpreter and creator of culture is indispensable to any society. This course will focus on the interrelation of Western art and Western thought.

In the first semester we will concern ourselves with art from the dawn of history through the Middle Ages. We will pay special attention to the influences of the Greek enlightenment, Judaic monotheism, and the Christian world-view. In the second semester we will look at the art of the Modern Era from the Renaissance to the 19th century with an emphasis on humanism and the rise of secularism.

PHILOSOPHY, RELIGION, AND ETHICS

Quakerism I

Required course; fall semester only

This course offers a brief introduction to Quaker traditions, social values, approaches to decision making, and other practices. Its goals are to help students gain a familiarity of Quaker history and its relation to Quaker faith and practice today, to provide students with an understanding of the context of the Quaker education they are receiving while providing them information necessary for a critical evaluation of that context, and to promote a school-wide sense of community that reflects the school's Quaker heritage. Enabling students to examine reflectively their own moral and spiritual dimension in their own lives are central elements of this course. The second half of this course focuses on the Quaker concept of "witness." This class will discuss current social and ethical issues relevant to their own lives. Students will each develop an outline for a social action project on a topic of their choosing.

Questions and Values

Required course for 10th graders; fall or spring semesters

This course is a general introduction to the "art of wondering." Reading, activities, projects and field trips will expose students to some of the perennial questions and themes that have fueled the fields of philosophy and ethics, generated artistic achievement, and prompted spiritual and religious exploration. Students will be encouraged to deepen their thinking in these areas through reflective, creative and experiential activities and to raise their own questions, but they will also begin to learn how to articulate and explore abstract concepts in a focused and systematic way through discussion and written assignments. This interdisciplinary course draws from a range of other subjects, and may serve as a foundation for philosophy, religion and ethics electives, the Theory of Knowledge (TOK) course for the IB diploma, or college courses in the humanities, arts and sciences.

Religion and Culture

This class will look critically at different ways religion impacts culture. Students will explore the paradoxical role of religion in major events such as its fight for and against slavery and its fight both for and against the suffrage movement. We will also look at the complex role of religion in the Civil Rights Movement. The critical skills developed early in the course will be applied to current issues, such as the conflicts between Israel and Palestine, conflicts

between portions Islam and the West, and between "liberals" and "conservatives". Common threads of the positive role religion have played in the movements will be explored. In addition, we will examine new interfaith movements.

IB Theory of Knowledge I

Full year, 11th grade

IB Theory of Knowledge II

Fall only, 12th grade

Theory of Knowledge (TOK) is a central element of the IBO's educational philosophy and is intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, to consider the different cognitive tools humanity has developed to comprehend the world, and to consider and question the foundations on which their academic subjects rest.

TOK activities and discussions aim to help students discover and express their views on knowledge issues, and encourage them to share ideas with others and to listen to and learn from what others think. In this process, students' thinking and their understanding of knowledge as a human construction are shaped, enriched, and deepened. Connections may be made between knowledge encountered in different IB subjects, in CAS experience or in extended essay research, and distinctions between different kinds of knowledge may be clarified.

TOK is a required, three-semester course and must be passed in order to receive the IB diploma. Along with extensive discussion, the course will consist of writing exercises and group presentations, and speakers from other academic subjects will be invited in to stimulate discussion. Assessment is divided between a 1600 word take-home essay on a topic proscribed by the IBO, and a formally-evaluated oral presentation involving a "real life" example of the knowledge issues explored in the course.

Quakerism II

This course covers some of the foundational themes of Quakerism I and continues into a deeper exploration of the Quaker Testimonies as lived by prominent leaders in the tradition. Along with academic work, students will choose one of the Testimonies to explore in their own lives, and will design a personal project around this experience. *This course is open to students in grades 10-12. It may be taken to satisfy the requirement of 9th grade Quakerism if the student enters BFS after 9th grade.*

MATHEMATICS

4 Year Requirement; all courses have prerequisites, which may include benchmark grades in previous math courses and teacher recommendations.

Algebra I

Algebra I is the study of functional relationships, the connections among ways of representing these relationships, and the use of representations of functions to solve problems. The course begins with data and ways of organizing data. Numerical patterns are explored, which leads to determining relationships formed by patterns. These relationships provide the basis for solving equations and inequalities. Students are introduced to coordinate geometry, polynomials and quadratic functions.

Geometry

Prerequisite: Algebra I

This course begins with a strong development of visualization and drawing skills. Both algebraic and geometric models are introduced and are further developed throughout the course, as students use geometry to model a variety of real-world situations. Students learn how to think and reason more effectively as they study inductive and deductive reasoning. Various proof formats, including paragraph, flow-chart and two-column proofs are presented, compared and used whenever appropriate.

Honors Geometry

Prerequisite: Honors Algebra I

This course stresses strong visualization and drawing skills. Both algebraic and geometric models are introduced and are further developed throughout the course, as students use complex geometry to model a variety of real-world situations. Students learn how to think and reason more effectively as they study inductive and deductive reasoning associated with inequalities and indirect proofs. Various proof formats, including paragraph, flow-chart and two-column proofs are presented, compared and used whenever appropriate.

Algebra II

Prerequisite: Algebra I and Geometry

Algebra II builds on the content covered in Algebra I. The sequence from variable to equation to function is extended into using functions as models for a number of applied settings. Geometric and algebraic concepts are extended and connected to topics in advanced Algebra (logarithmic and exponential functions) and advanced Trigonometry (the unit circle, circular functions and trigonometric equations, and real-life applications using the laws of sine and cosine and area of a

triangle). In addition, sequences and series are introduced (both arithmetic and geometric), as well as complex numbers. Furthermore, the course focuses on the development of the student's ability to reason both numerically and spatially.

Honors Algebra II

Prerequisite: Algebra I and Geometry

Algebra II builds on the content covered in Algebra I. The sequence from variable to equation to function is extended into using functions as models for a number of applied settings. Geometric and algebraic concepts are extended and connected to topics in advanced Algebra (logarithmic and exponential functions) and advanced Trigonometry (the unit circle, circular functions and trigonometric equations, and real-life applications using the laws of sine and cosine and area of a triangle). In addition, sequences and series are introduced (both arithmetic and geometric), as well as complex numbers. Furthermore, the course focuses on the development of the student's ability to reason both numerically and spatially.

IB Mathematical Studies SL: Algebra II 11th grade

IB Mathematical Studies SL:/Pre-Calculus 12th grade

Prerequisite: Geometry and Algebra I

This two-year course covers a wide range of topics to help students gain abstract mathematical skill and an understanding of the many uses of mathematics in our world. Much of the first year is devoted to foundational Algebra II topics, and students explore linear, quadratic, rational, and radical equations and functions. Students learn algebraic techniques for manipulating and solving these equations, and study the behavior of these functions when graphed. Connection between algebra and graphs is a major emphasis, and graphing calculators are used extensively. During this first year, students also learn about probability, sets and Venn diagrams, and statistics (both descriptive and two-variable). In a large independent research project, students use their new knowledge of statistics to explore real-world topics of their choosing. Students collect and analyze data, and write a report detailing their work and conclusions. These reports serve as official internal assessments for International Baccalaureate, and are a component of students' overall IB grades.

During senior year, students study financial mathematics, sequences and series, logic, two and three-dimensional geometry, right and non-right triangle trigonometry, and build upon the previous year's topic of function analysis, investigating trigonometric and exponential functions. Students also explore introductory calculus, learning how to differentiate func-

tions and utilize these derivatives. The application of mathematics to real-world problems is a major focus of each unit of this course. At the end of the two-year course, students take cumulative IB examinations; these examinations will be submitted for formal grading by IB and are the major component of students' IB grades.

Mathematical Studies SL: Algebra II 11th grade
Mathematical Studies SL:/Precalculus 12th grade

Prerequisite: Geometry and Algebra I

This two-year sequence is identical to IB Math Studies SL/Algebra II and IB Math Studies SL/Precalculus; please see the detailed description above. The difference is that this sequence designates students who choose to not take the course officially as an International Baccalaureate course. Students will, however, have all the same assessments, such as the research report and cumulative two-year exams.

IB Mathematics SL: Precalculus 11th grade
IB Mathematics SL/Calculus 12th grade

Prerequisite: Geometry and Algebra II

This two-year course covers a broad range of mathematical topics, both abstract and applied in nature that could be taken at the collegiate level. The focus is to introduce important mathematical concepts through the development of mathematical techniques and understanding. It is more advanced and challenging than the IB Math Studies. Students begin by reviewing certain topics of Algebra II and exploring Precalculus topics in depth for much of the first year, including sequences and series, laws of exponents and logarithms, the binomial theorem, Pascal's triangle, linear, quadratic, exponential and logarithmic functions and equations, circular functions and trigonometry, vectors in the plane and in three dimensions, and matrices. Then, students move on to study descriptive statistics, probabilities, laws of probability and discrete random variables. Finally, most of the second year is spent studying calculus, including limits, differentiation, anti-differentiation, integration, kinematic problems, and the study of graphical behavior of functions. Solving realistic problems set in an appropriate context is a major focus of each unit, and students will be prepared for the International Baccalaureate examination at the end of the two-year course.

In addition, students will be required to submit a portfolio, including two pieces of work, based on different areas of the syllabus, each of them representing one of the following two types of tasks: mathematical investigation and mathematical modeling. Students are provided with opportunities to take a considered approach to these activities and to explore different ways of

approaching a problem, without the time constraints of a written examination, developing the skills they need for communicating mathematical ideas.

Complex Mathematics/Precalculus 11th Grade
Complex Mathematics/Calculus 12th Grade

Prerequisite: Geometry and Algebra II

This two-year sequence is identical to IB Mathematics SL/Precalculus and IB Mathematics SL/Calculus; please see the detailed description above. The difference is that this sequence designates students who choose to not take the course officially as an International Baccalaureate course. Students will, however, have all the same assessments, such as the portfolio and cumulative two-year exams.

SCIENCE

3 Year Requirement

Grade 9 Conceptual Physics

This course will focus on understanding fundamental concepts of physics through experimentation and conceptual problem solving. Laboratory experiments and investigative demonstrations will play a large part in daily activities, and students will use graphing calculators and computers to collect and analyze physical data and present an organized lab report. Topics will include: graphing physical data, accelerated motion & forces, energy, waves, light & sound, electricity, and magnetism.

Grade 10 Chemistry

General Chemistry investigates the properties of matter and the laws governing chemical reactions. Topics covered include: properties and structure of matter, atomic theory, chemical reactions, stoichiometry, thermochemistry, and electrochemistry. Hands-on experience in the lab is central to the course, as are weekly lab reports. The hands-on focus of the course further hones the skills developed in periodic homework assignments and tests. Due to the quantitative nature of the course, Algebra is required; however, the course may be taken concurrently with Algebra.

Grade 11 Biology

This course investigates life on the microscopic as well as the macroscopic level. A molecular approach is used to study topics in cell biology, molecular biology, biochemistry (with emphasis on organic chemistry), reproduction, energy in living systems, genetics, transport, respiration and photosynthesis, evolution, and ecology. The course has a weekly required laboratory component in which emphasis is placed upon quantitative and qualitative analysis of derived data. Students

will develop a global perspective for analysis of biological issues such as emerging diseases, global ecology and interdisciplinary aspects of responses to and consequences of world biological problems.

IB Physics I and II

The International Baccalaureate Physics course at Brooklyn Friends School is a program of 150 hours over a two year program. It is designed to further the students' understanding of the physical world while also helping the students advance their problem-solving strategies under the principles of the IB philosophy. The program is geared to install a lifelong quest for knowledge and an inquisitiveness of how and why things happen. Our aim, as is that of the IB program, is to develop in each student a "need to know" that will lead to the questioning and ultimately the understanding of the whys and hows of phenomena. Students will learn how the world was examined and described by the early philosophers and will refine that understanding as we progress from the Macroworld to the Microworld, from the observable experiments to thought experiments. We will go from the mechanics of motion to the study of electromagnetism and to an introduction to relativity and modern physics.

IB Biology I and II

This course is designed to be the equivalent of a college introductory course, usually taken by biology majors their first year. The course is taught with the emphasis on preparing students for both the Standard Level and the Higher Level IB Examinations. The course aims to provide students with the conceptual framework, and analytical skills, necessary to critically deal with the changing science of biology. The major topics for the Standard Level include: Cells, The Chemistry of Life, Genetics, Ecology, Health and Physiology. The Higher Level will include (in addition) the following topics: Nucleic Acids, Proteins, Cell Respiration, Photosynthesis, Additional Genetics, Human Reproduction, Infectious Diseases, Nerves, Muscles and Movement, Excretion and Plant Science. Students in the higher Level will also choose to do a study in one of: Ecology and Conservation, Further Human Physiology.

Grade 12 Environmental Systems Study

This course brings environmental science to life by connecting real events to the concepts of ecological interactions. The course covers ecological systems, people and the environment, energy resources, pollution, and the management of human impact. Field activities emphasize how environmental science issues presented in the classroom can become part of the

wider community and environment. Students are expected to do many "real issue" labs and write lab reports and position papers. Environmental activism will be incorporated into the curriculum as well as international issues. We will be following the IB curriculum for Environmental Systems, but it will not be an IB class.

Grade 12 Robotics/Pre-Engineering *Fall semester*

This course involves hands-on projects, beginning with an introduction to the basic concepts in circuitry. Students gain an understanding of how the concepts of circuitry can be integrated with their basic knowledge of computer programming and progress towards the construction of various types of robots and advanced work in electronics. The course is also based on the understanding, design and construction of various models and their relationships to the principles of civil and mechanical engineering. Students construct trapeze pavilions, trusses, bridges, CO₂ propelled cars, engines and airplanes. All students complete written reports on each area as related to the history and concepts behind the model they construct.

Grade 12 Introduction to Programming *Spring semester*

This course introduces the student to structured computer programming and essential problem-solving processes. Project-based computer activities enable students to learn the computer programming language BASIC (Beginner's All-Purpose Symbolic Instruction Code). Students are required to complete numerous programming assignments and to solve varied programming problems. There will be an introduction to Alice, an object oriented programming language.

WORLD LANGUAGES

3 Year Requirement

French I

French I begins with very basic greetings, including saying one's name, asking others their names, how they are, where they live, etc. From there, a beginning vocabulary is built upon common experiences having to do with family, friends, school, eating, shopping, traveling, etc. Focus is first on vocabulary and conversation before proceeding to grammar and structure. In addition to developing the four language skills (reading, writing, listening, and speaking), students learn about the culture and traditions of the French-speaking world: art, music, clothing, and day-to-day life are incorporated into the curriculum. Students work with the Internet and beginning level readers to enrich their exposure to the language and to enhance the textbook that is the foundation of the course. The class is conducted mostly in French. As the year progresses French is used more and more until there is hardly any English spoken.

French II

This course builds on the skills of listening, reading, speaking and writing, which students began in French I. This is accomplished through review and the addition of vocabulary and many grammatical forms, functions, and concepts. Activities focus on broadening communication skills and practicing them in meaningful and realistic situations. The study of the cultures of French-speaking places is continued through reading selections, conversations, short stories, narratives, and discussions. Films, videos, the Internet, and music are used to enrich students' exposure to the language. The class is conducted mostly in French. As the year progresses French is used more and more until there is hardly any English spoken.

French III

This course continues to provide a balanced focus on speaking, listening, reading and writing skills. The introduction of new themes, grammatical concepts and vocabulary is built upon the solid foundation of previous Films, videos, the Internet, and music are used to enrich students' exposure to the language. The class is conducted mostly in French. As the year progresses French is used more and more until there is hardly any English spoken. The use of authentic reading selections, film, music, and the internet enhances the students' study of the language and culture of the French-speaking world, as well as the textbook "Bien Vu, Bien Dit," and its accompanying workbook.. The class is conducted almost exclusively in French.

French IV

Francophone literature forms the foundation of French IV. Students will use authentic materials (news articles, letters, songs, poems, plays, and works of both fiction and non-fiction) as well as the textbook "Bien Vu, Bien Dit," and its accompanying workbook. This way, students will be given the maximum exposure to the French language. Students will write their own interpretations and reflections of the work they will read, as well as original compositions of varying styles and lengths. Class discussions, written essays, and oral presentations will be based on a wide-ranging study of international French-speaking areas. Students will review in depth all the grammar that they have learned thus far, and they will learn to analyze and interpret texts using linguistic skills. The class is conducted exclusively in French. Culture and tradition are compared and contrasted and analyzed further through film, video and field trips.

French V

This is the second course in a two-year curriculum. Students are deeply engaged in the French language through a study of authentic literary texts and news articles, and written explanations and research papers in French. Discussions about these works are conducted in French. Class discussions, written essays, and oral presentations will be based on a wide-ranging study of international French-speaking areas. Students will review in depth all the grammar that they have learned thus far, and they will learn to analyze and interpret texts using linguistic skills. Besides providing an education into a wide range of French and Francophone literature, the course provides a thorough review of grammar. The culture and traditions of the Francophone world are studied. The course revolves around a seminar approach involving close reading, writing, and discussion of all materials. Culture and tradition are compared and contrasted and analyzed further through film, video and field trips. The class is conducted exclusively in French.

IB French I

This is the first course in a two-year curriculum. Francophone literature forms the foundation of IB French I. Students will use authentic materials (news articles, letters, songs, poems, plays, and works of both fiction and non-fiction). This way, students will be given the maximum exposure to the French language and culture. Students will write their own interpretations and reflections of the work they will read, as well as original compositions of varying styles and lengths. Class discussions, written essays, and oral presentations will be based on a wide-ranging study of international French-speaking areas. Students will review in

depth all the grammar that they have learned thus far, and they will learn to analyze and interpret texts using linguistic skills. The class is conducted exclusively in French. Culture and tradition are compared and contrasted and analyzed further through film, video and field trips. Students will take practice IB exams throughout the year.

IB French II

This is the second course in a two-year curriculum. Students are deeply engaged in the French language through a study of authentic literary texts and news articles, and written explanations and research papers in French. Discussions about these works are conducted in French. Class discussions, written essays, and oral presentations will be based on a wide-ranging study of international French-speaking areas. Students will review in depth all the grammar that they have learned thus far, and they will learn to analyze and interpret texts using linguistic skills. Besides providing an education into a wide range of French and Francophone literature, the course provides a thorough review of grammar. The culture and traditions of the Francophone world are studied. The course revolves around a seminar approach involving close reading, writing, and discussion of all materials. Culture and tradition are compared and contrasted and analyzed further through film, video and field trips. The class is conducted exclusively in French. IB students will sit for the French B SL exam in May.

Spanish I

The year in Spanish I begins with very basic greetings, including saying one's name, asking other's their names, how are they, where they live, etc. From there, a beginning vocabulary is built upon common experiences having to do with family, friends, sport, classes, food, travel, etc. Focus is on vocabulary first, then grammar and structure. Rudiments of grammar are learned by 'ear,' and then rules are formally explained. In addition to the four language skills (reading, writing, listening, and speaking), students learn about the culture and traditions of the Latino/Hispanic world: art, music, clothing, and day to day life are all incorporated into the curriculum. The class is conducted mostly in Spanish. As the year progresses Spanish is used more and more until there is hardly any English spoken.

Spanish II

During the first few weeks of the school year, the students review the vocabulary and grammatical concepts that they learned in Spanish I. New material includes the further use of tenses, noun-verb and noun-adjective agreement, object pronouns, etc. In addition students read selections from various Latino/Hispanic lit-

erature: novels, poetry, drama, etc. Students continue to learn about the culture and traditions of the Spanish-speaking world. The class is conducted mostly in Spanish. As the year progresses Spanish is used more and more until there is hardly any English spoken.

Spanish III

With a continuation of an audio-lingual and visual approach, this course builds on the grammatical and syntactical skills that students have learned in previous years. One of the goals is to begin to develop fluid and grammatically correct conversation. Students read selections by noted Latino and Hispanic authors, discuss newspaper and magazine articles, and read stories and legends from the various Latin American countries. The class is conducted almost exclusively in Spanish.

Spanish IV

The skills of listening, speaking, reading and writing are taught and developed through the study of oral and written texts of different styles. These four skills involve exchanging ideas and effective communication. Students learn about the geography, history and culture of Latin American countries, Spain, and the Caribbean. They write their own interpretations and reflections of the work they read, as well as original compositions of varying styles and lengths. Students review all grammar that they have learned, and they will learn to analyze and interpret text using linguistic skills. The class is conducted exclusively in Spanish.

Spanish V

This course is the second year of a two-year curriculum. Students continue to develop the four language skills: listening, speaking, reading and writing while deepening their insight into Hispanic culture. They will read, discuss, analyze and interpret literary works of classic and contemporary writers, as well as the reading of two Spanish novels with journal entries. Students will continue to build their knowledge of the structure of the Spanish language through exercises that reinforce and expand grammar comprehension. The class is conducted exclusively in Spanish.

IB Spanish I

This course is the first of a two-year curriculum. The skills of listening, speaking, reading and writing are taught and developed through the study of a wide range of oral and written texts of different styles. These four skills involve exchanging ideas and effective communication. Students learn about the geography, history and culture of Latin American countries, Spain, and the Caribbean. They write their own inter-

pretations and reflections of the work they read, as well as original compositions of varying styles and lengths. Students review in depth all grammar they have learned, and they will learn to analyze and interpret text using linguistic skills. The class is conducted exclusively in Spanish.

IB Spanish II

This course is the second year of a two-year curriculum. Students continue to develop the four language skills: listening, speaking, reading and writing while deepening their insight in Hispanic culture. They will read, discuss, analyze and interpret literary works of classic and contemporary writers. Short conversations, narratives, interviews and the reading of two Spanish novels with journal entries will be included. Students become familiar with the Standard Spanish IB format and the structure of the exam and its grading system. Also the course provides exercises and strategies for the student to practice and master the Spanish language. Students build their knowledge of the structure of the Spanish language through exercises that reinforce and expand grammar comprehension. The class is conducted exclusively in Spanish.

Latin I

Latin I is an introduction to Latin language and letters and their influence, Roman culture, and the arts of the spoken and written word in prose and verse. From the very first class, introduction to vocabulary and grammar is accompanied by readings of sentences and short paragraphs from the Roman authors themselves. Students gain a sense of the main outlines of Roman literary history and how it impacted the subsequent development of European language, thought and culture, a development that extends to our own times. Beyond building a knowledge and appreciation of the Latin language itself, students will gain foundation skills that will be invaluable to their study of English and to the acquisition of other languages, particularly Romance languages.

Latin II

Latin II is the bridge between beginning and advanced Latin studies. Students move beyond the realm of declarative statements in the indicative to another ruled by possibility, represented thought, potential, fiction, wish and will, and condition. This is the domain of the great Latin poets orators and thinkers. Students complete the study of Latin grammar in Wheelock's *Latin* supplemented by *Ecce Romani II* and *Oxford Latin Course II-III* and begin to read continuous passages of unadapted Latin prose and poetry. Mastery of the verbal moods gains us access to subtleties of thought and emotion and to sophisticated wit and word-play.

Passages in Wheelock by original Roman authors enable readers to develop a sensitivity to the various individual styles and attitudes that constitute "Roman thought." Extensive passages from the *Oxford Latin Course* and *Ecce Romani* provide practice at pattern recognition and help students build confidence and speed as sight readers. Readings, projects, and short reports help fill out the portrait of the ancient world.

Latin III

Latin III is the gateway to Latin literature and IB Standard level studies. Latin III begins with the completion of Wheelock's *Latin* and an intensive review of Latin grammar and vocabulary. Readings on early Roman history, from various sources, bridge the passage from intensive grammar study to the study of literature. Prose selections from Cicero with particular attention to the formal structure and rhetorical strategies and devices of a speech. Selected poems of Catullus will be read as a poetic counterpart to Cicero's speeches. Excerpts from Cicero's *Pro Caelio* provide a glimpse into the social ambiance of Catullus' world. In the second semester, selections from the Augustan period are read. The allegory of Fama from *Aeneid 4* and the ecphrasis of the Daedalian gates in *Aeneid 6*, both on the IB syllabus, will be read in conjunction with the Daedalus episode from Ovid's *Metamorphoses* and *Amores 1.3*. At this point students are well positioned to take embark on the IB Standard/Higher Level curriculum.

Latin IV/V Vergil

In this course students translate the entire Vergil syllabus as accurately, literally and elegantly as possible. Translations should reflect a sound grasp of Latin grammar and poetic usage as well as a strong working vocabulary. Students are expected to reflect upon Vergil's epic poem critically, to recite it with due regard for meter and phrasing, to interpret it, and to articulate their interpretations upon it clearly in conversation and writing. The *Aeneid* is considered both as representative of the epic genre that began with Homer and as a work that was created in a specifically Augustan context. Understanding of this poem will often depend upon one's understanding of its literary, social and historical context. Students are also expected to develop an ear for the musical and figurative aspects of this poem. To further that end there are several opportunities to practice oral interpretation. A comprehensive knowledge of poetic devices is essential to this enterprise. Further, readers are strongly encouraged to relate this ancient poem to their own experiences, to feel the heat and behold the flash of what T.S. Eliot termed "the spark that flies across the ages."

IB Latin I

IB Latin I is the first year of two-year intensive language course that introduces students to the languages, literatures and culture of ancient Rome through a close reading of selected works of Late Republican, Augustan “Golden” and early Imperial “Silver” writers. The readings cover genres and authors prescribed in the standard-level International Baccalaureate syllabus. The IB standard-level readings include selections from Ovid’s *Metamorphoses*, Catullan elegy and polymetrics, Horace’s *Odes* (Latin lyric and amatory poetry), Vergil’s *Aeneid* (epic), and Cicero (speeches). This course prepares students to take a two part external assessment.

Students practice the art of translation. Weekly writing assignments encourage literary analysis, and informed critical response. Students also contemplate ways in which these works exerted an influence well beyond their own time. Works are also read with regard for poetic meter, rhetorical strategies, and figures of thought and word-arrangement as well as correct pronunciation and oral delivery. Translation, critical writing, and oral interpretation skills are assessed. Readings and research projects are assigned to fill out the picture of the ancient world and literary milieu.

Students will, at the end of two years be required to sit for two examination “papers.” The first requires candidates to translate at sight, with a dictionary, a passage from a prescribed author, i.e. Ovid *Metamorphoses* or Cicero (speeches). The second is in two parts, based on the prescribed reading lists for chosen genres. Part I requires students to respond to a series of critical questions about three passages. Part II is a general essay that requires students to think across the syllabus. For students taking the IB exam there will be an internal assessment component for which students must write an original Latin composition, prepare an annotated text and perform a reading of a passage from Latin literature, or create a research dossier on a topic of their choosing.

IB Latin II

IB Latin II is the second year of two-year intensive language course that introduces students to the languages, literatures and culture of ancient Rome through a close reading of selected works of Late Republican, Augustan “Golden” and early Imperial “Silver” writers. The readings cover genres and authors prescribed in the standard-level International Baccalaureate syllabus. The IB standard-level readings include selections from Ovid’s *Metamorphoses*, Catullan elegy and polymetrics, Horace’s *Odes* (Latin lyric and amatory poetry), and Vergil’s *Aeneid* (epic). This course prepares students to take a two part external

assessment. The first quarter is devoted to an intensive review of the amatory poets and to readings from Ovid’s *Metamorphoses*. The second quarter entails a close reading of *Aeneid* II. The third quarter is devoted to a comprehensive review of the entire syllabus. Students will be expected to have read translations of Vergil, *Aeneid* and Ovid’s *Metamorphoses* in preparation for IB standard level 2.

Students engage in close reading of poems and practice daily the art of translation. Weekly writing assignments encourage literary analysis, and informed critical response. Works are read with regard for poetic meter, rhetorical strategies, figures of thought and word-arrangement, characteristic themes, language, tone, allusions and historical context. Students are encouraged to move from detailed reading to the consideration of larger issues, e.g. the political implications of poetic genre. Translation, critical writing, and oral interpretation skills are assessed. Readings and research projects are assigned to fill out the picture of the ancient world and literary milieu.

Students will, at the end of this year, be required to sit for two examination papers. The first requires candidates to translate at sight, with a dictionary, a passage from Ovid, *Metamorphoses* or Cicero (speeches). The second is in two parts, based on the prescribed reading lists for chosen genres. Part I requires students to respond to a series of critical questions about three passages. Part II is a general essay that requires students to think across the syllabus.

THE ARTS

3 Year Requirement, including at least one year each of Visual Arts and Performing Arts

VISUAL ARTS

Arts Workshop: 2-Dimensional (9th & 10th grade)

The focus of this foundation course will be to help students develop skills in visual depiction: drawing, collage, and painting with self-confidence and proficiency. Various media will be used throughout this course of study. They may include pencil, charcoal, pastels, pen and ink, ink wash, printmaking and acrylic paint. Students will pay close attention to the elements of design such as line, shape, form, texture, and depth. Students will work from life with a focus on still life, portraiture and life drawing, as well as work from imagination including dreams, and self-identity collages. Students are expected to keep sketchbooks. Students explore the history and philosophy of art through field trips, homework and class discussion related to classroom projects.

Arts Workshop: 3-Dimensional (9th & 10th grade)

In this introductory course, students will work on short and long-term projects as they explore the possibilities of creating in three dimensions. Attention will be given to problem-solving, learning techniques and making aesthetic decisions. Projects may include relief sculptures as well as “in the round” pieces. Styles and focus range from abstract planes in space, assemblage, and realistic rendering in clay. Influence will include modern and contemporary sculptors as well as objects from many traditions and cultures. Students are expected to keep sketchbooks. Students explore the history and philosophy of art through field trips, homework and class discussion related to classroom projects.

Ceramics (9th & 10th grade)

This course will explore wheel throwing. Centering on the potter’s wheel will be taught so that each student will be able to make a series of bowls, cups, and plates. In this year-long course, a dinnerware set of at least 30 pieces will be completed by the end of the year. Glazing techniques will be taught so that all pieces can be finished in a professional way. This course is open to students who have worked with clay in the Middle School, as well as beginners who have had no experience with the material.

Digital Media Production (9th & 10th grade)

This is a full-year course focused on learning the fundamentals of digital media production. The class will cover the basics of digital audio, video, animation and photography while learning an integrated collection of seven digital media software applications. From concept through completion, students will produce a series of technically and creative projects that will take them through the production steps of audio and visual acquisition, manipulation, storage and distribution.

Darkroom Photography (9th & 10th grade)

This course is a yearlong exploration into traditional fine art photography, and takes the student through two distinct levels of learning: technical proficiency and creativity. Each area of study is dependent on the other for the development of a successful photographer. The first semester is devoted to mastering a wide range of technical information: the theory and use of a camera; control of the light gathering process; knowledge of light-sensitive materials such as films and papers; the proper and safe use of various chemicals and their effects in the photographic process; proper procedures and habits of working in the darkroom. Once a sufficient amount of technical expertise is obtained, the creative process of photography begins. This part of the course entails using the technical knowledge to visually manipulate the world in a personal way that can tell a story or convey a feeling. A variety of photography subjects and projects are to be completed in gallery form by the end of the year. These projects are designed to both stimulate and challenge the subjective visions of each student and advance a specific technical procedure.

New Media Production (11th & 12th grade)

This course is an advanced study into video and blog (vlog), studio and field production. The course will acquaint students with advanced technical and aesthetic concepts involved in successful studio and field media production. Students will develop technical skills through a series of in-class exercises, studio and field exercises. There will be critical evaluations of produced work, which will be created as an online television magazine-style show. This show will focus on student initiatives concerning the concepts of diversity, equality, community and peace at Friends schools worldwide. Video and blog (vlog) production is a time-sensitive activity and demands a working knowledge of media creation software and online ethics. It also requires that each student work in a cooperative environment and show leadership skills in managing personalities and talents of all students while working on both group and individual projects.

Advanced Photography (Digital) (11th & 12th grade)

Advanced photography students are challenged with an immersion in the world of digital capture photography. The use of computer technology and the intense exploration and use of Adobe Photoshop for image enhancement and manipulation are designed to push students' creative limits. The course seeks to combine technical skills with artistic appreciation and gives students the opportunity to demonstrate their creativity by using modern digital technology to achieve what cannot be done in the traditional darkroom environment. Basic digital skills such as file management, resolutions, cropping, resizing, and selections are quickly mastered. The more advanced areas of study include: color theory, color correction, printer color management, masks, layers, channels, retouching, montage, gradients, clipping paths and others. Student work is channeled towards a final product incorporating elements of text, photographs, and other images. *Darkroom Photography (or permission from the instructor) is a prerequisite.*

Advanced 2-Dimensional Art (11th and 12th grade)

In this course, students will explore a variety of possibilities of composing within a 2-Dimensional space. This course will emphasize the development of a student's personal voice as visual artist. Students will create both abstract and representational work as we move through problem-solving within various disciplines such as painting, drawing, collage and printmaking. Students will have the opportunity to work on both long term and shorter term projects. The work of contemporary as well as historical artists from various cultures will be introduced and used as inspiration for class projects as well as homework assignments. Students will be expected to keep sketchbooks to collect ideas for their work.

IB Visual Arts I (11th grade)

IB Visual Arts II (12th grade)

This is a Visual Art class that will be taught over 2 years (11th and 12th grade). It can be taken as a High Level (HL) or a Standard Level (SL) course. Students who are not in the IB diploma program may take this course, and successful completion will result in an IB certificate.

The focus of the course will be to develop a serious body of work that is meaningful to the individual student. Students will integrate the techniques and processes of art, the visual elements and the principles of design and the continued acquisition of knowledge of artists and art movements as they work on evolving connections and themes in their own art. They will explore and study the art of other cultures and follow threads that bring out the similarities and differences among the art of other traditions.

Class time will include work in a variety of media and forms including drawing and painting, printmaking, sculpture and installation. Various techniques and approaches to working will be introduced or reviewed. Students will keep an Investigation Workbook, which will be a continuing, essential means to initiate ideas, research, reflect, expand knowledge, discover and acknowledge connections. This will be done in visual and verbal forms. Each student will conclude with an installed exhibition of pieces that have a direct connection to the Investigation Workbook.

Assessment for this course will be based 40% on the Investigation Workbook and 60% on the Studio Work for students taking option A. Students taking option B assessment will be based 40% on the Studio Work and 60% on the Investigation Workbook. It will involve both, internal and external evaluation as per IB criteria.

PERFORMING ARTS

Chorus I

This course in vocal performance and technique is for singers of all levels. Students learn choral repertoire in a variety of musical styles and vocal approaches. Classes include music theory, aural skills, and critical analysis of music in a cultural and historical context. Students perform in the Winter and Spring Chorus Concerts.

Chorus II

(No Prerequisite required)

This advanced level course builds on skills learned in Chorus I, or other vocal experiences. The class includes challenging music, but is open to singers of all levels. Students learn choral repertoire in a variety of musical styles and vocal approaches. Classes include music theory, aural skills, and critical analysis, as well as composition and arrangement. Students perform in the Winter and Spring Chorus Concerts.

Chamber Ensemble

Prerequisite: by audition

This course is open to string, wind and piano instrumentalists with experience. The Chamber Ensemble studies and performs repertoire from a broad range of musical styles. Students also learn sight reading, dictation, music history, theory and composition. The Chamber Ensemble performs in the Winter and Spring Orchestra Concerts.

Jazz Band

Prerequisite: by audition

This course is open to brass, woodwind and rhythm section (bass, drums, guitar or piano) instrumentalists with an interest in exploring jazz styles. Students work with improvisation, group composition and jazz repertoire, learning both by ear and from written music. Participants must have experience on their instrument but familiarity with jazz is not required. The Jazz Band performs in a variety of settings throughout the year, and in the Winter and Spring Jazz Concerts.

Dance I

Please note: All students who plan to choreograph for the Dance Concert need to register for either Dance I, IB Dance or PE Dance.

In Dance I, students gain a foundation in several dance forms, studying techniques including Dunham, Afro-Fusion, Hip Hop, Jazz, Contemporary Modern and Horton. In addition to understanding the basic physical principles of these techniques, we discuss their historical and cultural contexts. Students work intensively on improvisation as a means for challenging movement habits and discovering new means of self-expression for choreography. Students experience the connection between dance and music as they explore complex uses of the dance elements: movement, time and space, in their compositions. For the Dance Concert, students work with a guest artist. Finally, students create site-specific work and investigate the relationship between dance and media technologies, as they make their own dance videos.

IB Dance I

I.B. Dance I is open to students wishing to take it for either Standard or Higher Level credit. This is year 1 of a 2 year sequence. Please note: All students who plan to choreograph for the Dance Concert need to register for either Dance I, IB Dance or PE Dance.

In I.B. Dance, students build upon their foundation in a variety of dance techniques. Students develop their use of improvisation for composition, and use Laban Movement Analysis and Doris Humphrey's *Art of Making Dances*, as guides for their choreographic explorations. They work on both solo and compositions, investigating, defining and refining their own individual movement style. For the Dance Concert, students perform choreography by a guest artist and are required to dance in the work of another student choreographer, writing a detailed reflection on this process. In addition, students do an in-depth exploration and comparison of two dance styles: one familiar and one unfamiliar to them. The class attends four dance performances at The Joyce Theater and other venues.

IB Dance II

I.B. Dance II is open to students wishing to take it for either Standard or Higher Level credit. This is year 2 of a 2 year sequence. Please note: All students who plan to choreograph for the Dance Concert need to register for either Dance I, I.B. Dance or PE Dance.

I.B. Dance II is the continuation of the I.B. Dance I course. In the second year, students focus primarily on choreography for small groups, gaining experience in creating for and directing other dancers. Daniel Nagrin's *Six Questions : Acting Technique for Dance Performance* serves as a guide for their choreographic explorations. The pieces that they choreograph are produced in the Dance Concert, and students write a detailed essay on their choreographic process. The class also performs choreography by a guest artist for the Dance Concert, and attends four dance performances at The Joyce Theater and other venues.

Introduction to Theater

In this course students develop an understanding of the theater by investigating and experiencing the roles of actor, director, designer, playwright and dramaturg. Students participate in vocal and physical exercises, scene work and play analysis. Students are required to read and discuss texts, conduct research, memorize scenes, write ten-minute plays and reflect on their theatre experiences in writing. This course exposes students to multiple world theatre traditions and prepares them for I.B. Theatre I.

IB Theater I

IB Theater I is open to students wishing to take it for either Standard or Higher Level credit, or for non-I.B. Performing Arts credit. This is year 1 of a 2-year sequence for students taking this course for IB credit.

I.B. Theater students investigate the histories and texts of various theatrical traditions from around the world and strive to understand the historical and cultural contexts that produced these traditions. In class, students experience the theater through the roles of actor, director, dramaturge and designer. During the year, students are also required to fill one or more of these roles in a school production outside of class.

Throughout the course, students reflect on their own work and the work of their peers in writing.

IB Theater II

IB Theatre II is open to students wishing to take it for either Standard or Higher Level credit, or for non-I.B. Performing Arts credit. This is year 2 of a 2-year course for students taking this course for IB credit.

Students continue their explorations of world theatrical practices and take on a more active role in steering the class' investigations into theatrical history, context

and practice. In class, students are asked to try new roles in the production process that they may not have explored previously, and to build on their experiences in the roles they explored in IB Theater I. Students who have not already done so need to fulfill their performance and production requirement. All students complete the IB assessments for Theater during this year.

P.E. Dance 11th & 12th grade
Please note: All students who plan to choreograph for the Dance Concert need to register for either Dance I, IB Dance or PE Dance.

The focus of this course is dance technique. Classes include a full body warm-up, locomotor patterns and dance combinations in a variety of styles. In this class, students will develop body awareness, flexibility and strength as they expand their dance vocabulary.

PHYSICAL EDUCATION

General Physical Education

The Physical Education program introduces students to activities that build skills and encourage lifelong physical activity. Activities include school sports as well as non-school sports, such as badminton, lacrosse, team handball and others. Physical fitness activities and testing will be done throughout the year. Classes are focused on team building and experiences, with an emphasis on goal setting. Various skills and strategies related to the sports, as well as proper form and understanding of each activity are presented. The physical education program provides an instructional base in selected lifetime leisure and sports skills. Students are encouraged to accept the responsibility for their own well-being by developing the knowledge, skills and attitudes necessary in achieving their optimum level of physical fitness and satisfaction. The goal of the program is to provide a well-rounded educational experience that will be available for each student, not only during his or her high school career, but also for the rest of his or her life.

Weight Training 11th & 12th grade

The Physical Education weight training program is designed to fit each individual's needs. During the course, the student will learn about different types of weight-lifting routines, cardiovascular exercise and the importance of warm-up and cool-down. Weight training is designed to increase students' strength, cardiovascular condition and vitality. The goal of the program is to provide a well-rounded physical educational experience

Alternative Fitness 11th & 12th grade

This course helps students become more aware of and practice different methods they can use to keep fit. The course involves Pilates, Tai Chi, Yoga, Meditation, and Strength Training. Stretching, injury rehabilitation, nutrition and overall fitness are discussed. The course encourages students to request information on other types of fitness that they'd like to explore. The students research and present these units to the class.

P.E. Dance 11th & 12th grade
Please note: All students who plan to choreograph for the Dance Concert need to register for either Dance I, IB Dance or PE Dance.

The focus of this course is dance technique. Classes include a full body warm-up, locomotor patterns and dance combinations in a variety of styles. In this class, students will develop body awareness, flexibility and strength as they expand their dance vocabulary.

ATHLETICS

Fall Teams Boys' Varsity Soccer, Girls' Varsity Soccer, Girls' Junior Varsity Volleyball, Girls' Varsity Volleyball, Cross Country (Coed)

Winter Teams Boys' Junior Varsity Basketball, Boys' Varsity Basketball, Girls' Varsity Basketball, Girls' Junior Varsity Basketball

Spring Teams Boys' Varsity Baseball, Girls' Varsity Softball, Track (Coed)

COMMUNITY SERVICE

CREATIVITY, ACTION AND SERVICE

The Creativity, Action and Service Program (CAS) is a core component of and central to the Upper School curriculum. This service-based program encourages students to share their energies and special talents while developing awareness, concern and the ability to work with others within the BFS community and in various agencies in the wider community.

Students are encouraged to build relationships and become involved in projects that allow them to share their talents and energies while at the same time reflecting on the experience. A prescribed number of participation hours is required for each student, as well as the establishment of a CAS portfolio. The portfolio will allow the students to document service hours and reflect on experiences.

Students in the ninth and tenth grades will become introduced to the CAS Program by learning the basic fundamentals of and becoming aware of the importance of service learning. These students are encouraged to participate in projects in-school and out-of-school. Students are encouraged to begin their service projects and volunteerism as soon as possible. **Students should complete 50 hours of service by the end of the tenth grade.**

The eleventh and twelfth grade students will participate fully in the CAS program. **Students will complete a minimum total of 150 hours of in-school and out-of-school projects, beginning the fall semester of eleventh grade.** Projects will be evenly distributed over the arts, athletics and various forms of service and social entrepreneurship. CAS hours may be spent on individual or collaborative projects designed to benefit the school community or projects of local, national and global importance.



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