



# **Upper School Course Catalog**

**2011-2012**

# Brooklyn Friends Upper School Course Catalog 2011-2012

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.

## 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*. This includes 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, this 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 discussion, 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 liter-

ature that include the aforementioned required genres or groups (drama, poetry, novel, prose non-fiction: the essay). These areas and specific textual emphases complement our longstanding 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 rendering 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, HEALTH, AND PUBLIC SPEAKING**

*Required courses*

### **Grade 9 Study Skills with Computer 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 students will have 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 9 Health: Life Skills**

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.

### **Grade 10 Public Speaking**

This course for all **tenth graders** 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

## College Counseling Junior Seminar

Junior Seminar is a non-graded but required course that meets once a week during the second semester of 11th grade. The Director and Assistant Director of College Counseling lead it. In small groups of five to eight students, juniors learn about the variety of educational options available to them after graduation, from small colleges to large universities, from liberal arts programs to schools of fine arts and engineering, and everything in between. Students will reflect on their aptitudes, interests, and dreams, and begin to research and plan visits to colleges and universities that they may wish to attend, with the goal of compiling a thoughtful, appropriate preliminary college list by May.

Students will also learn about the application process: what information, test scores, and materials are required, how to assemble applications that highlight their strengths, and how college admissions offices evaluate applications. Students will visit colleges on their own and on school-organized trips, and will attend a major college fair. Students will begin drafting a personal essay that can be used as part of their college applications, and will request recommendation letters from teachers.

The goal of the Junior Seminar is that students be knowledgeable about their options, and enter senior year prepared to apply to colleges where they can be happy and successful.

## College Counseling Senior Seminar

Senior Seminar meets once a week during the first semester of 12th grade, picking up where Junior Seminar left off. Students meet in small groups with their college counselor, to ask questions, discuss the progress of their college search and application process, learn about financial aid and scholarship options, and share information with their classmates.

Some sessions are devoted to individual meetings between the students and their counselor; in these meetings, application lists are honed, essays and other application components are reviewed and edited, and the students are kept on a steady course. Students also use the time reserved for Senior Seminar to use the resources available in the College Counseling Office to research colleges and to work on the various parts of their applications.

By the end of December, students will have put together compelling applications that capture their strengths and accomplishments, and will have the knowledge and information necessary to make good choices about their educational futures. meeting to discuss the college application process.

## **HISTORY AND THE SOCIAL SCIENCES**

*There is a 4- year history requirement, beginning with the Class of 2014. Classes of 2012 and 2013 have a three year requirement.*

### **Grade 9 Western Civilization**

This course is an exploration of the major political, cultural, philosophical, social, and economic developments of European history that make up what is also called Western Civilization. We will begin with an examination of both the Judeo-Christian and Greco-Roman legacies on Western Civilization. The historical narrative will begin with the Middle Ages and increase in focus as we move into the 19th Century. Some of the major themes that we will focus on throughout the course include the critical tradition (questioning of beliefs and authority), the development of the rule of law, the struggle for representative government, the notion of progress in history, the rise of individualism, the rise of nationalism, negative and positive aspects of technological development, and the temptation of totalitarian ideologies.

### **Grade 10**

*Students choose two one-semester electives from the following:*

#### **Latin America**

This course will examine the political, economic and social developments of Latin America in the second half of the 20th Century. It will provide a general overview of the region post-World War II, concentrating on the last 50 years. A primary aim of the course is to investigate the internal and international obstacles countries experienced modernizing their societies, comparing various nations' attempts to become economically prosperous and politically stable. Personalities (like Fidel Castro, Salvador Allende, Rafael Trujillo, and Alberto Fujimori) and key events (like the Guatemalan genocide, the Cuban Missile Crisis, the Falklands War, and the Iran-Contra Affair) will be highlighted. The recent rise of the Brazilian, Venezuelan and Bolivian economies will also receive considerable attention.

### **Modern African History**

This course will examine major political, social, cultural and economic developments on the continent of Africa from the end of the World War II to the present day. It will begin with an overview of the colonial period and examine Western myths and stereotypes about African society and how Eurocentric biases justified colonial expansion in Africa. After investigating the effects of colonialism on the people of various nations, the course will judge the relative successes of African independence movements, and how centuries of exploitation have affected post-colonial life throughout the continent. Particular attention will be paid to the spate of civil wars and intra-state conflicts in nations such as Rwanda, Sudan, Angola, and Sierra Leone, but also more optimistic post-colonial events such as the rise of Pan-Africanism, and Nelson Mandela's successful quest to end Apartheid in South Africa and that nation's hosting of the World Cup finals in 2010. If time allows, the course will conclude with a study of contemporary issues in Africa (such as HIV/AIDS, access to clean drinking water, and political struggles in Ghana and Zimbabwe) and how these issues are affected by Western foreign policy.

### **The Middle East**

This course will examine the history of the Middle East and how it has evolved over the course of time. By "Middle East" it is meant the area between Egypt in the west to Iran in the east, including Syria, Iraq, the countries of the Arabian peninsula, and Turkey among others. The course will begin with an in-depth look at the dramatic expansion of the Arab peoples carrying a new religion: Islam. Students will gain an understanding of the different beliefs within Islam, including Sunni, Shi'ite, and Sufi. Next we will give a brief overview of the history of the region from the age of Islamic Empires, the Crusades, the Mongol invasions, to the rise of the Ottoman Empire. After a more detailed study of the Ottoman Empire and its demise, most of the course will be devoted to a thorough study of the Middle East in the 20th century. Some of the themes and topics we will cover include: Ataturk and the modernization of Turkey; the rise and spread of Arab nationalism; Zionism and the creation of Israel; the Arab-Israeli conflict and Palestinian nationalism; the rise of Islamist

movements from the Islamic Brotherhood to Al-Qaeda; sectarianism and civil war in Lebanon; authoritarian leaders from Nasser to Saddam Hussein; Ayatollah Khomeini and the Islamist Revolution in Iran; and the rise of democratic movements in the Middle East in the beginning of the 21st century.

### **Modern India**

This course is an introduction to the history of India in the 19th and 20th centuries. The course will begin with an examination of the historical, cultural, and religious legacies of India. A primary focus of this unit will be to gain an understanding of the basic beliefs of Hinduism and its importance in Indian society. Next we will turn our attention to the 19th century in the era of the consolidation of British colonial rule and the development of Indian nationalism. The major focus of this unit is to study the rise of the two leading groups, the Indian National Congress and the Muslim League, and the resulting debates within these groups over strategy and vision. Most attention will be devoted to the role of Mahatma Gandhi, the most famous of the nationalist leaders. The next unit will be devoted to Indian independence, the terrible civil war between Hindus and Muslims, and the creation of Pakistan. The final unit will examine the post-independence history of India, Pakistan, and Bangladesh (formerly East Pakistan). Included in this unit will be an examination of the realities of contemporary India with the cultural conflicts brought about by modernization and urbanization. Some of those issues include poverty, Hindu traditions and issues of caste, and women's rights.

### **The Rise of Modern China**

This course will examine the transformation of China from a weakened imperial civilization founded on traditional Confucian values into a powerful and dynamic nation built around a controversial Western political philosophy. The course will focus on key transitional periods between the Opium Wars of the mid-1800s and the Tiananmen Square democracy movement in 1989, with the goal of investigating how native Chinese traditions, technologies, and social structures have evolved, as well as how they have combined with Western ideas and influences -- successfully or unsuccessfully. The implications for the definition of moder-

nity and the future of China will be discussed. The violent upheavals that have fractured Chinese society during its troubled rise to international power will be used to ask whether political and economic change can occur independently of one another. The areas of science, spirituality, and cultural tastes will also serve as indicators of historical transformation. Throughout, the ways that Western observers have depicted China will be considered, with the overall goal of helping students use historical understanding to bring perspective and context to current-day characterizations of other countries in general, and China in particular.

### **The Search For Modern Japan**

This course will examine the quest by the island nation of Japan to build a modern society that combines traditional group-oriented values and intuitive aesthetics with an ultra-high-tech economy. The course will focus on key transitional periods between the mid-1800s, when an isolated, feudal Japan of samurai warriors and peasants was threatened by a technologically superior American navy, through to the 1980s, when Japan had become the second-largest economy in the world and a global leader in the consumption and production of electronics, automobiles, and luxury goods. Japanese political reforms and economic strategies will be used to ask whether long-standing cultural and social structures can be selectively combined with cutting-edge tools and technologies. In the process, the course will investigate the causes of Japan's path into World War II, its attack on the United States, and its subsequent devastation and defeat, culminating in the nuclear destruction of Hiroshima and Nagasaki. The areas of science, spirituality, and cultural tastes in Japan will also serve as indicators of historical transformation. Throughout, the example of Japan will be used to evaluate definitions of modernity, with the goal of helping students ask what combinations of technological sophistication, cultural diversity, and intuitive insight might retain lasting value for societies in general, and for Japan in particular.

## The World Wars

This course will focus on the causes, progress and outcomes of the two World Wars, spanning from the late 19th century to the middle of the 20th century. We will begin by studying the global balance of power before the First World War, focusing on the imperialist systems developing hostilities that sparked the First World War. We will then complete an in-depth study of the First World War and its outcomes, the interwar period, and the Second World War. To frame our investigation of these global conflicts, we will study the shifting political and economic ideologies of the early 20th century, including New Imperialism, Communism, Capitalism, Fascism and various forms of Representative Democracy. The course will utilize a main text supplemented by periodic study of literary and diplomatic primary sources as well as interdisciplinary materials such as art and architecture.

## The Wars in Korea and Vietnam

This course will focus on the Korean War and the Vietnam War, using these wars as lenses through which to study the global conflict that defined much of the second half of the 20th century: the Cold War. We will investigate the ideological differences between Capitalism and Communism, the two economic and political systems that predominated in the middle and late-20th century and that defined this conflict. We will study selected writings of the major intellectuals that framed these ideological differences, such as Adam Smith, Karl Marx, Friedrich Engels, Vladimir Lenin, Leon Trotsky, Mao Zedong, and Ho Chi-Minh. We will place a particular emphasis on understanding the impact of the wars on the populations of Korea, Vietnam and Cambodia. To that end, we will study accounts of civilians and soldiers who experienced these wars and their aftermath first-hand.

## Grade 11 History of the Americas (IB or non-IB)

History of the Americas (HOTA) will take a subject-based, rather than survey, approach to the study of the United States. It will begin with a brief exploration of how America was “conceived in liberty” but also steeped in slavery, a situation historian Edmund Morgan calls the “central paradox” of its founding. The class will then focus on three major topics of study: the causes and effects of the American Civil War and Reconstruction; the devel-

opment of the Civil Rights, Women’s and Gay Rights Movements; and the origins and legacies of the Cold War. When possible, this course will examine the interplay between events in the U.S. and its neighbors to the South, particularly the United States’ efforts to stop the spread of Communism in Latin America. *IB History of the Americas (HOTA)* is the first half of a two-year sequence, working in conjunction with next year’s *History of the 20th Century World* to fulfill the IB History Higher Level requirement.

## Grade 12

*Students may choose between two year-long courses:*

### Psychology

This course will examine the human mind through a psychoanalytic lens. In the first semester, students will investigate the maturational theories of Sigmund Freud and Erik Erikson, with an emphasis on childhood and adolescence, through theoretical literature, fiction, and personal experience. Special attention will be paid to defense mechanisms. In the second semester, we will compare two constructs of the human mind: the topographical model (conscious/ preconscious/ unconscious) and the structural model (id/ ego/ superego). We will continue with an investigation of dreams, in which interpretation will be a key concern. The course will conclude with a study of psychopathology along the neurotic-psychotic continuum, with a look at such illnesses as schizophrenia, depression, mania, paranoia, obsessive-compulsive disorder, and phobias.

### History of the 20th Century World (IB)

In *History of the 20th Century World*, students will gain an understanding of global 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. Considerable attention will also be devoted to the rise and fall of the USSR, nationalist and independence movements, decolonization and challenges facing new states, the rise and rule of single-party states, and the state and its relationship with religion and minority groups. *History of the 20th Century World* is the second half of a two-year sequence, in conjunction with *History of the Americas* to fulfill the IB History Higher Level requirement.

## 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 contest 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.

### Introduction to Ethics

*Required course for 10th graders; spring semester*

This course is a general introduction to the "art of wondering." Reading, activities, projects, and field trips 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 are 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.

### 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 choose one of the Testimonies to explore in their own lives, and 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 when the student enters BFS after 9th grade.*

### Religion and Culture

*Required course for graduation*

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 1,600 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.

# MATHEMATICS

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

## Integrated Algebra and Geometry

Integrated Algebra and Geometry is an exploration of algebra that will expand upon students' previous understanding of arithmetic. This course is the foundation for high school mathematics courses and will help students developing their visualization. It is the bridge from the concrete to the abstract study of mathematics. 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.

The concepts and skills discussed in Integrated Algebra and Geometry will prepare students for the study of more advanced mathematical topics. Problem solving is emphasized throughout the course to promote the growth of each student's ability to solve non-routine problems.

## 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 as 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 in-

direct 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 functions 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.

**IB Complex Mathematics HL/Precalculus** *11th grade*  
**IB Complex Mathematics HL/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 Honors Chemistry

Honors Chemistry is intended as a sophomore preparation for advanced levels of science courses in a student's junior and senior years. The General Chemistry curriculum is expanded in this class to include introductions of organic chemistry and biochemistry concepts and processes that will be studied further in IB Biology the following two years. Placement in this class requires teacher recommendation

### 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 qualita-

tive 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 Environmental Systems Study (SL)

This course brings environmental science to life by connecting real events to the concepts of ecological interactions. It 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. The course is a three-semester commitment beginning in the spring of the junior year. Students are expected to complete many "real issue" labs with formal reports and compose various 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.

### IB Physics I and II (SL)

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 (HL or SL)**

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 11 or 12 Advanced Physics**

The Advanced Physics course is designed to further the students' understanding of the physical world while also helping the students advance their problem-solving strategies. Our aim 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.

### **Grade 12 Human Anatomy and Physiology**

This one semester senior elective class will take a comprehensive systems approach to investigate the introductory structure and function of the human body. It will include basic fundamental concepts of cell biology, and the tissues and organs making up the body systems that maintain homeostasis integumentary, skeletal, muscular, digestive, endocrine, reproductive, respiratory, circulatory, excretory, and nervous systems. Students who enroll in this course must have successfully completed a year of biology and chemistry. (Animal dissections are NOT part of this course.)

### **Grade 12 Science NOW**

Students in this one semester senior elective class will investigate current scientific issues and new research, methods and discoveries in the areas of earth, life, physical and space sciences. *The Science News - New York Times* will be required reading each week. Asynchronous learning and other technologically enhanced teaching techniques will be utilized during the course. Students in this course should possess some comfort and interest in using internet-based technology.

### **Grade 12 Astronomy**

Astronomy is a semester length course that will explore many concepts in advanced physics without the difficult mathematics. We will explore:  
Gravity and motion of stars, planets, and the moon.

The formation of stars, planets, galaxies and other celestial bodies.

Ancient forms of Astronomy.

Time, space and relativity.

Neutron Stars, Black Holes, White Dwarfs, Red Giants.

The great Astronomers: Galileo, Kepler, Newton, Hubble, Hawking.

We will also take a trip to the Rose Center at the American Museum of Natural History.

## WORLD LANGUAGES

*There is a three-year requirement for World Languages. Students must take three consecutive years of a chosen language. Latin may be taken as a primary or secondary language. Italian and Mandarin Chinese are second language choices. In the inaugural year (2011-2012), these courses will be open to freshmen and sophomores only.*

### FRENCH

#### 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 course is conducted entirely in French. The students are expected to communicate in French more and more as the year progresses.

#### 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 course is conducted entirely in French. The students are expected to communicate in French more and more as the year progresses.

#### 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 is 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 text-book "Alter Ego A2" and its accompanying workbook. The course is conducted entirely in French. The students are expected to communicate 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 "Alter Ego A2" 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-range 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 course is conducted entirely in French. The students are expected to communicate 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-rang 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 course is conducted entirely in French. The students are expected to communicate in French.

### **IB French I** (*HL or SL*)

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 course is conducted entirely in French. The students are expected to communicate 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** (*HL or SL*)

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-range 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 course is conducted entirely in French. The students are expected to communicate in French. IB students will sit for the French B SL exam in May.

## **SPANISH**

### **Spanish I**

The year in Spanish I begins with very basic greetings, including saying one's name, asking other's their name, 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 course is conducted entirely in Spanish. The students are expected to communicate in Spanish more and more as the year progresses.

### **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 literature: novels, poetry, drama, etc. Students continue to learn about the culture and traditions of the Spanish-speaking world. The course is conducted entirely in Spanish. The students are expected to communicate in Spanish more and more as the year progresses.

### **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 course is conducted entirely in Spanish. The students are expected to communicate 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 course is conducted entirely in Spanish. The students are expected to communicate 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 course is conducted entirely in Spanish. The students are expected to communicate in Spanish.

### **IB Spanish I (HL or SL)**

This course is the first year 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 interpretations 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 course is conducted entirely in Spanish. The students are expected to communicate in Spanish.

### **IB Spanish II (HL or SL)**

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 course is conducted entirely in Spanish. The students are expected to communicate in Spanish.

## **LATIN**

### **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 Roman authors. 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 (*HL or SL*)

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. Student's 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** (*HL or SL*)

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.

## **MANDARIN CHINESE**

### **Mandarin IA**

Mandarin IA begins with an introduction to the phonetic tones and pronunciation rules of spoken Chinese and familiarizes students with the pinyin Romanization system. Special emphasis is placed on early mastery of tonal accuracy through visualization and interactive classroom exercises. Within the first weeks of class students commence the study of Chinese characters as well, with side-by-side presentation of traditional and simplified versions for future fluency across the full range of Chinese cultural areas. To enliven the study of characters, the origins of the writing system and the art of Chinese calligraphy will also be introduced. Students progress quickly into basic skills such as counting, greetings, and the use of simple grammatical structures in conversation and presentation as they develop basic competency across all four-language skills (reading, writing, listening, and speaking). As the course progresses, instruction switches predominantly to Chinese and students are expected to speak Chinese almost exclusively in the classroom. By the end of the year students should be able to use 200 or more words in speaking and listening, approximately 100 characters in reading, and 50-100 characters in writing. The course is designed to build confidence through fun, real-life situational use and to provide familiarity with day-to-day Chinese cultural customs and traditions.

## ITALIAN

### Italian IA

The Introductory Italian language course has been developed from a communicative based approach and focuses on the four language skills (listening, speaking, reading, writing). Our first goal is communication, both oral and written. Grammatical structures are presented in order of frequency and relative complexity. Language analyses activities include controlled oral and written production, while communicative tasks involve listening and reading comprehension and free oral and written activities. Teaching material is always introduced in some form of authentic text (newspaper or magazine article, taped dialogue, video-taped situation, letter, short story, etc.). Materials and activities focus on communicative situations and cultural experiences. The course is conducted entirely in Italian. The students are expected to communicate in Italian more and more as the year progresses.

## THE ARTS

*3 Year Requirement, with a minimum of one year of Visual Arts and one year of Performing Arts*

## VISUAL ARTS

### Arts Workshop: 2-Dimensional *9th and 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 and 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.

### Ceramics *9th and 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 are finished professionally. The course is open to students who have worked with clay in the Middle School, and beginners who have had no experience with the material.

### Ceramics II

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, as well as beginners.

### Digital Media Production *9th and 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 and 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. Varied 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 and 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 and 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 (HL or SL)** 11th grade

**IB Visual Arts II (HL or SL)** 12th grade

*This class will be taught over 2 years (11th and 12th grade). 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 learn jazz repertoire through a combination of written music and oral tradition based methods, in addition to experimenting with group improvisation, composition, and arranging. Throughout the curriculum, we will touch on music theory, ensemble awareness, ear training and general instrumental fluency. Participants must have experience on their instrument and maintain a regular practice schedule, but familiarity with jazz is not required. Students will be challenged to expand their listening horizons, broaden their technique, and use their full intellectual and musical capacity in improvisation. 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 Modern techniques Dunham, Bartenieff Fundamentals, Horton and Cunningham, as well as Hip-Hop, West African and Classic Jazz. 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 explore the connection between dance and music as they develop 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 or for non-IB Performing Arts 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 I, students build upon their foundation in a variety of dance techniques, including Pilates, Yoga, Limon, Haitian and Cuban Folkloric. 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 solo compositions, investigating, defining and refining their own individual movement style. Through reflection and discussion, they develop sophisticated means for analyzing dance. For the Dance Concert, students perform choreography by a guest artist. In addition, students do an in-depth exploration and comparison of two dance styles: one familiar and one unfamiliar to them. The class attends two dance performances at The Joyce Theater and one evening performance at a venue of their choice.

## 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 continue to develop their own movement aesthetic through technical investigations of Graham and Release dance techniques as well as an in-depth exploration of partnering, combining contact improvisation and acrobatics. Dancers learn elements of weight sharing, counter-balance, and inversions as well as a variety of partner acrobatic techniques and modern dance lifts. The choreographic focus of the class shifts from solo work into setting movement on other dancers. Through participating in and observing improvisation, students work to define their own artistic voice and make choices about manipulating dancers in space. Through short choreographic studies, students gain expertise in choreographic structure, craft and use of compositional elements. The dancers then choreograph for each other, gaining experience in creating for and directing other dancers through making duets. Their finished pieces are produced in the Dance Concert, and students write a detailed essay reflecting on and analyzing their choreographic process. Students also engage in a choreographic process with a guest artist and the result is performed in the dance concert. The class attends two dance performances at The Joyce Theater and one evening performance at a venue of their choice.

## Introduction to Theatre

In this course students develop an understanding of the theatre by investigating and experiencing the roles of actor, director, designer, playwright and dramaturgy. 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 Theatre I**

*IB Theatre 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 Theatre II**

*IB Theatre II is open to students wishing to take it for either Standard or Higher Level credit. This is year 2 of a 2-year course.*

This course builds on the work done in I.B. Theatre I. 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 I.B. Theatre I. Students, who have not already done so, need to fulfill their performance and production requirement. All students will complete the I.B. assessments for Theatre during this year.

## **PHYSICAL EDUCATION**

### *Four Year Requirement*

The Physical Education (PE) curriculum enables all children and young people to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyze the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. Competence, performance, creativity, and healthy, active lifestyles are key concepts that underpin the study of PE.

Through each unit of work, students are taught through five key processes:

- 1 - Developing skills in physical activity, where students refine and adapt skills into techniques (both whole-body and fine manipulation skills).
- 2 - Making and applying decisions.
- 3 - Developing physical and mental capacity.
- 4 - Evaluating and improving performance.
- 5 - Making informed choices about healthy, active lifestyles.

Every child is to grow into competent and confident movers. The goal is for students to be able to move effectively into a wide range of activities, empowered with the knowledge, skills and understanding to be able to enjoy health-promoting physical activities. Experiences in courses will provide meaningful and enjoyable learning environments that will support and meet the needs of each student and refute any misconceptions about "natural athleticism". The PE Department strives to allow each student to nurture the athlete within. high school career, but also for a lifetime.

## **Weight Training**

*11th and 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 and 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**

*10th, 11th and 12th grade*

*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.*

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 develop body awareness, flexibility, strength and coordination as they expand their dance vocabulary.

## **ATHLETICS**

Brooklyn Friends School has a long and admirable athletic tradition. Since the time of its founding in 1867, physical fitness, fair play and teamwork have been integral parts of the curriculum. The goals of the athletic program include developing the individual student's athletic talents, skills, and self esteem; learning to be part of a team; and fostering cooperation, sportsmanship, life lessons, and school spirit. There are no "try-outs" for teams; if a student has an interest in joining a team, he or she may join the team. Expectations are high for student-athletes, and they are asked to make a significant time commitment to attend practices and games.

**Fall Teams** Boys' Varsity Soccer, Girls' Varsity Soccer, Girls' Junior Varsity Volleyball, Girls' Varsity Volleyball, Girls' Varsity Cross Country, Boys' Varsity Cross Country

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

**Spring Teams** Boys' Varsity Baseball, Girls' Varsity Softball, Girls' Varsity Track, Boys' Varsity Track, Boys' Varsity Volleyball

## COMMUNITY, ACTION, SERVICE COMMUNITY SERVICE PROGRAM

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.

## GRADUATION REQUIREMENTS

English (4 years)

Mathematics (4 years)

History and the Social Sciences (4 years)

Lab Science (3 years)

World Language (3 years, 3 consecutive levels)

Visual and Performing Arts (3 years)

Quakerism (1 semester)

Introduction to Ethics (1 semester)

Religion and Culture (1 semester)

Study Skills with Computer Literacy (1 year)

Health/Life Skills (1 semester)

Physical Education (4 years)

Fulfillment of Community Service and CAS requirements