

2024-2025

# UPPER SCHOOL CURRICULUM







## Table of Contents

|                                |           |
|--------------------------------|-----------|
| <i>Mission Statement</i>       | 4         |
| <i>Academic Program</i>        | 5-15      |
| <i>Classroom Expectations</i>  | 6         |
| <i>Academic Status</i>         | 7-9       |
| <i>Study Halls</i>             | 9-10      |
| <i>Graduation Requirements</i> | 11        |
| <i>Grading System</i>          | 13        |
| <i>Advisory Program</i>        | 14        |
| <i>College Counseling</i>      | 14-15     |
| <br><i>Course Descriptions</i> | <br>16-53 |
| <i>English</i>                 | 16-18     |
| <i>World Languages</i>         | 19-22     |
| <i>History</i>                 | 23-30     |
| <i>Mathematics</i>             | 31-33     |
| <i>Science</i>                 | 34-37     |
| <i>Arts</i>                    | 38-51     |
| <i>Special Programs</i>        | 52-53     |
| <i>Academic Support</i>        | 54        |
| <i>Senior Program</i>          | 60        |
| <i>Physical Education</i>      | 61        |



## **Oakwood Friends School**

### **Mission Statement**

Oakwood Friends School, guided by Quaker principles, educates and prepares young people for lives of conscience, compassion and accomplishment. Students experience a challenging curriculum within a diverse community, dedicated to nurturing the spirit, the scholar, the artist and the athlete in each person.



To fulfill this mission, Oakwood Friends offers each student

- an academically challenging program in preparation for college
- a shared search for truth through Friends Meeting for Worship and the unique Quaker process of decision making
- an opportunity for growth in a community of cultural and ethnic diversity and close, supportive friendships
- an awareness of physical well-being through sports, physical education and instruction in health
- an opportunity for participation in the arts
- an experience of off-campus community service to strengthen effectiveness, responsibility and participation in the wider world.



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## **The Academic Program**

Quaker principles shape the purpose and guide the life of Oakwood Friends School. Especially prominent is an abiding belief that "that of God" exists in everyone. In putting this belief into practice, Oakwood Friends remains firmly committed to its long-standing goal of cultivating an inclusive, diverse community of students and staff in an atmosphere of mutual respect and enrichment. Oakwood Friends School provides equal opportunity in the administration of its admissions, educational, and hiring policies.

Oakwood Friends School's students are encouraged to think both critically and creatively and to become intellectually curious and independent. Our course offerings are designed to teach the skills necessary for students to acquire, process, evaluate and use information and conceptual material in responsible and meaningful ways. Literature, scientific experiments and historical research are all pursued with an intent to discover relationships, absorb new knowledge, and discard unfounded notions — in other words, to search for truth. Our arts courses emphasize the process of creation, through which students may experience their growth directly. Interdisciplinary seminars and electives are grounded in commitment to both traditional fields of study and contemporary issues. Our physical education program is based on sports and games played in an atmosphere that emphasizes cooperation and sportsmanship. Students are assigned an advisor to help in the process of selecting and registering for courses. In addition, the Head of Upper School/Associate Head of School is available for academic counseling.

The school reserves the right to change or modify any programs, provisions, offering, or requirements at any time in accordance with its purposes and objectives.



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## CLASSROOM EXPECTATIONS

Sincere effort, serious thought, and full engagement with academic work is expected of all students by the Oakwood Friends faculty. Students are responsible for appropriate classroom conduct: **daily cooperation, participation in class, and thorough preparation.**

Oakwood Friends School is a place where we value a comfortable and respectful rapport between adults and students. To support this climate, it is essential that students distinguish between informality and behavior that detracts from the smooth running of a class. Deliberately disrupting a class, repeated lateness, or mistreatment of classroom equipment are examples of behavior that interrupt students' opportunity to learn and a teacher's ability to teach. Our school community does not consider this kind of behavior appropriate.

To better support students in pursuing their academic goals, teachers at Oakwood Friends are available for assistance and consultation outside of the classroom at designated times.

## ACADEMIC STATUS

As a way of providing academic support and evaluation, the faculty distinguishes among the following categories:

### INDEPENDENT STATUS (IS)

Students who have demonstrated their ability to structure their own study time will be placed on IS. Consequently, they are not required to study in assigned areas and are also granted "open campus" privileges (they may study in the library or student lounge, or receive extra help from a teacher without obtaining faculty permission first). IS boarding students may leave campus in the evening only with direct permission from the Administrator on Duty (AOD) and/or the on-duty dorm faculty.



Students may earn IS status by meeting the following terms: Academically, IS students must be on good academic standing, have at least a B (3.0) average with no grades below a B-, and have no unexcused absences in a term. They also must have established a pattern of completing assignments on time, have no outstanding Incompletes, and have proven to be cooperative in class. Socially, IS students must be on social good standing. Furthermore, IS students may not be disruptive in the dorm or study hall, may not have any dorm violations for three months, and must fully meet all commitments (Community Service, sports practices, game attendance, Meeting for Worship, Advisory, Collection, and Community Meeting). IS students are closely reviewed at the end of each marking period. Students new to Oakwood will be eligible for IS after the completion of one full trimester.

### **ACADEMIC GOOD STANDING**

Students in this category are achieving a satisfactory level of performance and fulfilling the normal requirements for graduation. Unless notified otherwise, students may assume that they are in good standing.

### **ACADEMIC PROBATION**

Students who have failed to maintain a C (2.0) or better average in academic courses for the most recently completed term or who have failed to maintain a C or better average for the year will be placed on Academic Probation. The Head of Upper School may suspend students who are on Academic Probation from participation in certain activities.

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## **STRUCTURED FEEDBACK STATUS**

Structured Feedback is one of the academic support systems available at Oakwood Friends. The purpose of Structured Feedback is to provide frequent information from teachers to a student, their parents, their advisor, and the Head of Upper School concerning a student's academic performance.

Structured Feedback applies to a) all students on Academic Probation, b) students who have been placed on Structured Feedback by either the Head of Upper School or due to grades lower than C-, and c) those incoming students whose academic record is weak.

The structured feedback program includes a weekly review of progress which will be provided to students and advisors. Periodic updates of progress will be provided for parents.

## **ACADEMIC INTEGRITY**

Academic integrity is central to the values of the Oakwood Friends School community. Plagiarism is the act of misrepresenting another's work or ideas as being one's own and includes using AI, ideas, sources, or text in submitted work. Plagiarism is a severe violation of the trust Oakwood Friends School places in its students. Using another's words or ideas without documentation in a presentation, paper, or assignment is unfair, not only to the original author but also to oneself and others. To ask for help, and to accept the consequences of not doing one's own work are important parts of learning and growing. Cheating and plagiarism create an atmosphere of suspicion, mistrust, and tension, which are unhealthy for the entire community and detract from the learning process.

Students who cheat risk failure in the course, long-term suspension, or dismissal. All cheating and plagiarism offenses are cumulative over a student's tenure at Oakwood Friends School.



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## **ACADEMIC DISMISSAL**

Since we believe that all students admitted to Oakwood Friends can succeed in our program, our goal is to have no student dismissed for any reason. We believe that when students and faculty work together, this is an entirely attainable goal. However, there are circumstances under which we may find it necessary to dismiss a student.

Students may not be invited to return if they fail half of their academic courses in any one trimester or have been on Academic Probation for two consecutive terms. In addition, students may not be invited to return at the end of a trimester if they are deemed by the faculty to be detrimental to the community by virtue of behavior or attitude. Another reason for academic dismissal is ending the year on Academic Probation. Such students will be invited to return only if the faculty concludes that it is in the best academic and personal interest of both the student and the school.

## **STUDY HALLS**

Every student at Oakwood Friends School is invited to take a daytime study hall to allow time to study and complete homework. Students not on Independent Status (IS) can expect to have all periods in which they are not taking a scheduled course filled with mandatory study halls. Boarding students not on IS are required to attend evening study hall. Furthermore, students whom the Upper School Head deems to be having academic difficulty may be required to attend special study halls at other times throughout the week.

Members of the senior class not on IS, on Academic Probation, or on Social Probation can expect to have one free period during the academic day. Any other periods without classes will be study halls.

The Upper School Head may decide it is in a student's best interest to enroll in a daytime study hall at any time, regardless of academic status.



## **STUDY TIME**

Throughout the week time is set aside for students to complete important work outside of the classroom. Students are expected to use this time wisely. Some appropriate uses of Study Time include seeking assistance from a classroom teacher or peer tutor, meeting with a study group, purchasing supplies from the Main Office, attending a club or committee meeting, participating in community business such as bake sales and other fund raisers, speaking with an advisor, seeing the school nurse, or eating a snack.

## **CLASS RANK**

In keeping with Quaker tradition, Oakwood Friends School does not rank its students nor does it calculate a GPA until one is required for the college application process. We do offer other data to assist in the evaluation of performance of our students. Students who maintain at least a B average and are in good standing with the school can be placed on Independent Status, which is considered an academic honor.



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## GRADUATION REQUIREMENTS

| Required:                              |                                                      | Recommended: |
|----------------------------------------|------------------------------------------------------|--------------|
| Course                                 | Credits                                              | Credits      |
| English                                | 4                                                    | 4            |
| Math                                   | 3 (Alg I, Geometry, Alg II or equivalents)           | 4            |
| History                                | 4 (including US History and Senior History Seminars) | 4            |
| World Language                         | 3                                                    | 4            |
| Science                                | 3 lab sciences                                       | 4            |
| Lab Science                            | 3                                                    | 3 or 4       |
| Visual and Performing Arts combination | 1.6                                                  | 2 or more    |
| Health                                 | .5                                                   | .5           |
| Quakerism                              | .3                                                   | .3           |
| Physical Education                     | 4 years                                              | 4 years      |
|                                        |                                                      |              |
| Total Credits Required                 | 19.1                                                 | 20-24        |

Please note: Graduation Requirements must be met by courses taken by the student *while enrolled in high school*.



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## **EVALUATION OF STUDENTS**

The school year is divided into three terms. At midterm and at the end of the term, the faculty review student performance and grade reports are posted to the Parent Portal. Faculty advisors discuss progress with each of their advisees and write summary reports that are sent home at midterm. At midterm, teachers will include an additional comment report if a student's grade is C- or below or if the teacher wishes to report significant progress. At the end of the term, all teachers provide narrative summaries of student performance and learning. Additionally, teachers will communicate with parents and faculty advisors through an Academic Feedback Form as needed during the term.

## **ADD/DROP PROCEDURES**

Students are encouraged to take full course loads and to discuss their registration options with both their advisor and their parents/guardians. Registration for the next trimester is usually done in Advisory two weeks prior to the end of a term. However, with the approval of their teacher and the Upper School Head, students may add and drop courses without penalty during the first two weeks of a trimester. Forms are available in the Academic Office for this purpose. After two weeks, students may drop a course only with the approval of the teacher and Upper School Head.

## **INDEPENDENT STUDY**

With faculty supervision, a student who has achieved I.S. may pursue independent academic study in a particular area of interest that is not included in the regular list of course offerings. Students are not recommended to take more than one independent study course in a trimester.

In order to undertake an independent study project, the student must submit a project proposal in writing to a faculty member and the Upper School Head. If the faculty member agrees to supervise the project, a written contract of agreement between the student and the teacher must be approved by the Upper School Head no later than one week after the beginning of the trimester. The method and form of evaluation are to be established by each student and teacher and included in the contract.



## GRADING SYSTEM

| GRADE                                                                                                                                                                                                                                                                             | NUMBER RANGE             |                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------|
| A+<br>A<br>A-                                                                                                                                                                                                                                                                     | 97-100<br>93-96<br>90-92 | Outstanding         |
| B+<br>B<br>B-                                                                                                                                                                                                                                                                     | 87-89<br>83-86<br>80-82  | Above Average       |
| C+<br>C<br>C-                                                                                                                                                                                                                                                                     | 77-79<br>73-76<br>70-72  | Average             |
| D+<br>D<br>D-                                                                                                                                                                                                                                                                     | 67-69<br>63-66<br>60-62  | Minimally Passing   |
| F                                                                                                                                                                                                                                                                                 | 0-60                     | Failure (No Credit) |
| <b>W</b> <b>Withdraw (no credit)</b><br><b>W/F</b> <b>Withdraw/Fail (no credit)</b><br><b>I</b> <b>Incomplete (no grade until all work is made up)</b><br><b>P</b> <b>Pass (Pass, course not credit bearing)</b><br><b>CR</b> <b>Credit (Pass with credit, non-graded course)</b> |                          |                     |



## **ADVISOR PROGRAM**

All students are officially connected to a faculty member who serves as their advisor. Faculty advisors are instrumental in supporting students in their academic and social life at school. They serve as a bridge between student and school and between student and home. Faculty advisors help students select and register for classes, develop individual courses of study, monitor academic progress, and interpret midterm and end-of-term reports. Faculty advisors also give advice and assistance with nonacademic and other issues. Each faculty advisor has about five or six advisees and meets with them as a group at least once a week. Faculty advisors maintain lines of communication with each student's parents or guardians. Parents are urged to contact faculty advisors if they have any questions about their student's progress.

## **COLLEGE COUNSELING**

The College Counseling program is designed to make all students aware of the multitude of postsecondary options and the academic and extracurricular preparation required to achieve their goals. The office mission is to educate and counsel students and families to help them make choices that reflect the interests, abilities, and needs of each student. In order to do so, the College Counselor begins working with students and their advisors during the freshman year to begin building relationships, understand expectations, and set goals for a student's four years at Oakwood. The College Counseling program includes the following programs:

- Programs for parents and students to promote college awareness
- Student programs on writing the college essay and the application process
- Local college visits
- Trips to college fairs



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- An online database of colleges, scholarships and summer programs available to all students and parents
  - Parent and student individual meetings
  - Visits from approximately seventy college representatives

The College Counselor works closely with the Senior Class Advisors to guide seniors and their parents through the college application process in the fall of the senior year and continues to advise students as they sort through financial aid and admission offers.



# ENGLISH

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## COURSE DESCRIPTIONS

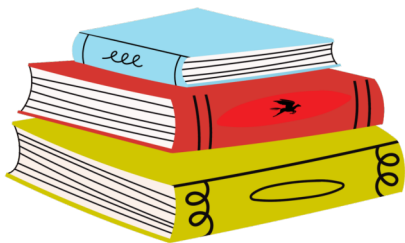
### ENGLISH

Requirement: Four years of English

The goal of the Oakwood Friends School English Department is to create well-rounded English students who can read comprehensively, write expressively, and communicate fluently. To this end, students take courses designed to acquaint them with a variety of authors as well as expose them to important aspects of composition and speech.

Students read texts varying greatly in both era and origin. The curriculum aims to expose students to the diversity of the written word from ancient Greek plays to twenty-first century novels, as well as texts from countries all around the world. Students write extensively throughout the curriculum, with a focus on close textual analysis and formation of original analytical arguments. Students learn the mechanics of expression as well as composition form and writing style. The ability to communicate fluently is practiced in class discussion, cooperative learning groups, and one-on-one dialogue with the teacher. Vocabulary development is stressed throughout the program.

Note: Course content may vary somewhat from year to year.





# ENGLISH

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**ENGLISH NINE** students explore how language can change the way we interact with our world. Students discuss and analyze a wide variety of works of literature & poetry, learn how to argue using the written word, and discuss how to apply the skills they learn in class to their daily lives. Many of the readings in this class focus on the theme of **power**: who has it, how did they get it, how do they keep it, and how is it used (or misused)? Students increase their ability to write text-based persuasive essays, while developing their individual writing voices through both fiction and personal nonfiction pieces. We also take time to reinforce the basic grammar and mechanics of writing in “Standard” English.  
*(full year/ one credit)*

**ENGLISH TEN** is a year-long course in world and multicultural literature. Students engage in focused discussions on the topics of identity, origin, and the concept of home as they read and analyze fiction, nonfiction, drama, and poetry by authors from all over the world. Students consider how literature can act both as a window to unknown experiences and as a mirror to understanding themselves. Students write in a variety of styles including academic essays, personal narratives, creative writing, and journaling. *(full year/ one credit)*

**ENGLISH ELEVEN** focuses on the diversity of voices that make up the American experience. Students read and analyze fiction, nonfiction, drama, and poetry and discuss how to apply the insights we gain into our daily lives and into conversations outside of the classroom. While this class is loosely called American Literature, it is important to note that “American” is not easily defined. We consider questions like “What does it mean to be American?” and “Who gets to tell the story of America?” Students write in a variety of styles including academic essays, personal narratives, creative writing, and journaling. *(fall/ winter terms/ two thirds credit)*

**ENGLISH TWELVE** focuses on college level work with an emphasis on elevated composition (expository, analytical, creative writing). Students read a variety of genres (poetry, fiction, drama, nonfiction). There is a particular focus on the personal narrative, which aids in essay writing while applying to college. Activities revolve around student-centered discussions, journaling, and extensive essay writing. Students work with literary elements, terminology, and cultivate essential close reading skills in preparation for college work. *(fall/ winter terms/ two thirds credit)*



## ADVANCED PLACEMENT ENGLISH LITERATURE

This course for seniors is designed to serve as a bridge between high school and college level English classes. Students tackle a variety of challenging poems, novels, plays, and essays that span four centuries. Exploration of these works includes reading, written reflection and analysis, and discussion. The AP examination in English Literature comes near the end of the year. Students work on the skills and knowledge necessary to perform well on that exam, but the goals of the course extend far beyond a single exam. Active student engagement in all aspects of the course is required. This course has specific requirements for admission and is taken in lieu of English 12.

*Prerequisites:*

*End of year grade of A- or higher in English 11, a minimum score of 550 on SAT Critical Reading, and permission of instructor. (full year/ one credit)*

## PUBLIC SPEAKING

Throughout this course, students learn ways of overcoming fear, shyness, or insecurities in public speaking through technical and practical means. Each week, the class will explore different techniques and then prepare speeches to be presented to classmates utilizing those methods. The emphasis is on developing comfort with vocal range, physical stance, and other presentation skills. This course culminates with each student delivering a TED-style presentation. Students focus on presenting their work with confidence and ownership, while also practicing the art of active listening and consideration of others. *All are encouraged to take this class, but it a requirement for international students. (fall, winter, spring terms/ one-third credit)*

## JUNIOR/SENIOR ENGLISH ELECTIVES

During the third trimester of 11th and 12th grades, English 11 and English 12 students choose an elective to complete the year's English requirement.

Recent 11th/12th grade English electives have included:

- Literature of Direct Action
- The Secret to Superhuman Strength
- Nature & Environmental Writing
- Cataloging Joy
- The Empire Writes Back: Modern Retellings of Colonial Classics
- Writing as a Reader
- Magical Realism
- Retelling Legends



# WORLD LANGUAGES

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## WORLD LANGUAGES

Oakwood Friends School currently offers five levels of French and Spanish. Students are required to successfully complete three years of language while enrolled in the upper school. All students are strongly encouraged, however, to take language throughout their upper school career. In the upper levels, instruction is exclusively in French or Spanish, and the student is expected to use only the language of instruction in class. Upper School students must maintain a level of proficiency in order to advance to the next level. A grade of C or higher is required to pass from one course to the next course in the sequence and receive credit towards graduation.



Students new to Oakwood Friends School are asked to take placement exams to determine the appropriate level of instruction. Placement exams are arranged by the Academic Office.

Each level is a full year/one credit course:

**FRENCH I**  
**FRENCH II**  
**FRENCH III**  
**FRENCH IV**  
**AP FRENCH**

**SPANISH I**  
**SPANISH II**  
**SPANISH III**  
**SPANISH IV**  
**AP SPANISH**





## Level I

Students use simple sentences in the regular present tense, past tense and future. They develop skills to speak about themselves, their families and friends. Students learn basic concepts in grammar such as direct and indirect objects, prepositional pronouns and adjectives. They also discover the cultures of the French or Spanish speaking countries through readings and videos.

## Level II

Students communicate with increased facility and incorporate the use of the narrative past tense, irregular past tense forms, and the conditional tense. They may also learn the use of the present perfect tense. Students deepen their knowledge of direct and indirect object pronouns. They also learn to use demonstrative adjectives and pronouns.

## Level III

Students communicate easily in complex sentences. They learn about the past perfect, commands, and present and past subjunctives, as well as the use of if-clauses to express dreams and aspirations. Graded readers are introduced.

## Level IV

Students speak in a more sophisticated manner, concretely and abstractly. They complete a thorough grammar review and more advanced graded readers are incorporated as well as some original texts. Students write about literature, give oral presentations, watch foreign films, and write film reviews and reports. Most work is timed and done in the classroom without dictionaries.

## Advanced Placement

The AP world language classes are designed to prep students to take the College Board AP Language & Culture exams. During the year, students study and practice all sections of the exam and develop strategies for them. The class meets on regularly scheduled periods but it may also meet during free periods, as needed. All students in AP levels are required to take the AP exam in May.

*Pre-requisites for this class are: B+ or above in Level IV and permission of instructor.*



# WORLD LANGUAGES

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## SPECIAL LANGUAGE OFFERINGS

In addition to courses in Spanish and French, Oakwood Friends School offers two other upper school language programs.

Students who have completed at least three years of upper school level language, may enroll in **Mandarin**. Courses in Mandarin are considered supplements to our language offerings and are not designed to help students fulfill their graduation requirement.

Also, for those students with language-based learning differences or other learning profiles that would make traditional language learning difficult, **American Sign Language (ASL)** is offered so that they might fulfill graduation requirements.

### ASL I

This course aims to provide students with the ability to begin to acquire proficiency in American Sign Language using a comprehensive, systematic approach. Students will be completing lessons covering finger-spelling, numbers, the five sign parameters, word order, sentences types, pronouns and indexing, verbs, and identifying people. Students will also be learning over 500 vocabulary words as well as learning about Deaf culture and Deaf history.

### ASL II

This course continues to build upon the skills acquired in the ASL 1 course as students begin to acquire proficiency using a comprehensive, systematic approach. Students complete lessons covering sentence types, time, duration, regularity, temporal aspect, classifiers, pluralization, distance, inflection, and describing rooms, objects, locations. Students also learn over 400 vocabulary words, about Deaf culture, and be evaluated on their abilities to effectively express themselves in ASL. Prerequisite: Completion of ASL I, permission of Head of Upper School and Coordinator of ASC (*full year/one credit*)



## MANDARIN I

This course introduces students to *Pinyin*, which students practice to help them pronounce new vocabulary precisely. Students also learn vocabulary, grammar rules, and sentence patterns for greetings, introductions for themselves and others, and numbers. In addition to language learning, traditions and culture are discussed in this class. Topics include Chinese names, structures of Chinese characters, Chinese traditions in greetings, Chinese daily etiquettes, the usage of numbers in daily life, as well as the Chinese education system. Prerequisite: Successful completion of three years of another upper school language and permission of Head of Upper School/instructor (*one full year/one credit*)

## MANDARIN II

In the Level II course, students further develop language skills of real life focusing on listening comprehension and speaking, as well as learning more Chinese culture. Students watch videos with real life scenarios to practice what they have learned in the past and to learn more Chinese characters, phrases, conversational sentence structures and grammatical structures that will help them communicate in daily life.

Prerequisite: Successful completion of Level II and permission of Head of Upper School /instructor (*one full year/one credit*)





# HISTORY

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## HISTORY

History requires an awareness of the commonalities that bind us and a recognition of what defines us as individuals. By examining the oral and written records that articulate these themes, students learn not only what happened in the past, but also how history is constructed. Art, literature, music, and other historical and cultural documents, are examined critically, and serve to inform class discussions, simulations, and projects. The goal of the Oakwood Friends School history program, in keeping with the school's Quaker tradition, is to engage students in an ongoing quest to live peacefully. The program encourages active citizenship and ethical intelligence in our students as they seek applications of their knowledge.

At Oakwood Friends School, teachers practice a consistent methodology of teaching history grades 6 through 12. Original sources and primary texts are emphasized and used with decreased abridgement as students progress. Students are encouraged to actively analyze documents to develop skills in critical thinking and inquiry. The curriculum explores multiple perspectives and asks students to draw their own conclusions using primary and secondary sources. Challenging materials are used at all levels, to teach close reading of sophisticated texts.

**Requirement:** four years, including one year of United States History and three terms of Senior History Seminars courses in the senior year.



## **WORLD HISTORY I/ THE ANCIENT ERA**

The development of critical reading and thinking, note taking, writing skills, and geography literacy are important goals of ninth grade history. These are accomplished through the study of ancient civilizations of Eurasia as they evolve from prehistory through the Neolithic Revolution to the Axial Age and finally, the age of Mediterranean and Eastern European empires. Geographical focus points include the Fertile Crescent, North Africa, and Sub-Saharan Africa, as well as the Mediterranean and Central, Eastern, and Southern Asia. In addition to core secondary readings and maps, readings include primary documents such as the *Epic of Gilgamesh* and excerpts from Greek, Roman, Indian and Chinese philosophers and historians. *(full year/ one credit)*



## **WORLD HISTORY II/THE MEDIEVAL AND MODERN ERAS**

This course is devoted to the study of European history from 500 CE to the present. The following themes and topics are covered: early Christian Europe and Feudalism, the Byzantine Empire and Islamic Civilization, the Renaissance and Reformation, the Scientific Revolution, the Rise of Capitalism and the Atlantic Economy, the Enlightenment, the French Revolution, Napoleon and the Rise of Nationalism, Communism, Fascism, and the twentieth Century. *(full year/ one credit)*

## **US HISTORY**

The United States History course acquaints students with the development of American political and economic institutions. We also examine the lives of ordinary people as they are affected by events, economic change, and social and political struggle. The first term deals with US History through the Civil War, the second term with Reconstruction through World War II, and the third term with US History since World War II. *(full year/ one credit)*



## HISTORY ELECTIVES

History electives are open to 11th and 12th graders and are term long. Sophomores and freshmen must have permission from the instructor to be enrolled in history electives.

### **ETHICS OF TECHNOLOGY:**

Technology is pervasive in contemporary society, affecting virtually every facet of human existence. It permeates our homes, relationships, jobs, communities and sense of self. Despite the fact that it is so central to our lives, we often take technology for granted. Technology as a broad subject is often thought of only as “computers”, ignoring phones, Big Data, vehicles, or design methods - and we seldom have an opportunity to reflect upon these influences in our lives. This course is designed to encourage such reflection by inviting you into a deeper discourse on technology, its impacts, and what relationship ethics has to technology and society. This course asks the broad questions, what are the ethical values that underpin the technologies we develop and use? Are these values desirable? Do the technologies help us pursue a good life? (*fall term/ one-third credit*)

### **TOPICS IN ART HISTORY**

This course is designed to introduce students to the discipline of art history through the examination of select topics and themes in art history. Some of the topics explored include the role of art beyond the western world, and the relationship of art and religion, the function of the modern museum, and the use of new scientific advances to detect art forgeries and restore works of art. At the completion of this course students will understand the role art plays in the lives of humans across time and space, and the role of the art historian in interpreting a work of art and shaping perceptions of the past. Students will also be introduced to the process of art historical writing. (*winter term/ one-third credit*)



## PSYCHOLOGY

This course is a study of the human psyche. We begin by examining some of the earliest psychological theories and then spend some time with Freud, Adler and Jung as representative of psychoanalytical views. Then we investigate some of the classic 20th century experiments in psychology and what they imply. Finally then, we will end with recent work in the field of neurology and cognitive science. This course will have a significant amount of albeit very interesting reading.

*(winter term / one-third credit)*

## Other History Electives Offered in Recent Years:

- Micro Economics
- Introduction to Economics
- Ethics of Embodiment
- Introduction to Ethics
- Intro to Film Studies
- Bio Ethics
- Philosophy of Love and Friendship
- Philosophy of Science



## BEHAVIORAL ECONOMICS

Classical Economics operates from a premise that humans are fundamentally rational, and that in our economic lives, we coolly seek to maximize the utility we get out of our time and money. However, recent Psychological and Economic studies have come to cast great doubt on this assumption. Using contemporary authors such as Daniel Kahneman, Dan Ariely, and Thomas Schelling, we will explore the ways that our irrationality may be predictable and therefore negotiable. The reading will be from contemporary Organizational Studies, Economics, Psychology, and Sociology.

*(winter term / one-third credit)*



## GREEK PHILOSOPHY

It has been said that all of the history of philosophy is merely footnotes to Plato and Aristotle. While this clearly is an exaggeration, Greek philosophy is essential to the understanding of classical Western culture. One thing that marks Greek philosophy off from contemporary thought is its stress on the practical aspects of thinking: if an idea is good it should change how you live your life. This course will focus on different theories proposed by the ancient Greek thinkers about how to live a good life. Readings will include pre-Socratic philosophers, Plato, Aristotle, Stoicism, Skepticism, and Epicureanism. The primary text for the class will be Plato's Republic, usually considered both the first political philosophy text and one of the most important books ever written. (*spring term/ one-third credit*)



## ASIAN RELIGIONS & PHILOSOPHY

There is enormous variety in the religions of Asia. Some of the earliest extant religious texts, the Vedas, have influenced religious practice all the way to ancient Greece and from there into classical monotheism. This course focuses primarily on Buddhism, Confucianism, Mohism, Taoism, Shinto, Hinduism, and the myriad new religions that have sprung up in Japan and China in the 20th Century. In addition, we will end with recent neurological science tracking the physiological effects of some forms of meditation. (*spring term/ one-third credit*)



# HISTORY

## SENIOR HISTORY SEMINARS

As an important component of the Senior Program, Oakwood Friends School offers Senior History Seminars. These courses are considered the capstone of the history curriculum and are interdisciplinary in nature. In addition to historical texts, these courses often include literature, film, art, and philosophy. These offerings involve considerable writing and critical reading of a variety of texts. Senior History Seminar courses are one trimester and earn one third credit each.

## GLOBALIZATION AND ITS DISCONTENTS (FALL)

There is very little consensus about what globalization means and even less about its value. This interdisciplinary course looks at economics, sociology, political philosophy, history and current events. This course focuses initially on understanding basic economic theory and then investigates how recent trends in the political and economic realm have affected people in both the developed and developing world. The texts for this class will include newspapers, The Lexus and the Olive Tree by Friedman and numerous contemporary sources like Foreign Affairs and the New York Times.

## CURRENT WORLD AFFAIRS (FALL)

This course explores a selection of ongoing world affairs as presented by a range of media outlets. Students will analyze the nature and orientation of reporting and will learn about media effects theories at the same time that they develop their awareness of current world affairs and their historical roots.

## INTERNATIONAL RELATIONS (FALL)

Humans have always struggled with how to balance conflicting interests of national culture, human rights and self-determination. This course will apply the basic theories in the field of IR such as international law, realism, unilateralism, multilateralism, liberalism, feminism and others to issues like threats from small non-state groups, human nature, terrorism, war, nuclear war, etc...





# HISTORY

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## **POSTCOLONIAL STUDIES AND CRITICAL RACE THEORY (WINTER)**

We begin this course with an extended discussion of the recent field of Critical Race Theory, exploring the biological and cultural meaning of race. Postcolonial Studies then explores the political, social, and cultural effects of decolonization, focusing on the anti-colonial challenge to western dominance. Postcolonialism discusses this as a historical condition and as a means of changing the way we think about the world. We investigate key concepts like the status of aboriginal people, cultural nomadism, Western feminism, and the innovative work of theorists like Aimé Césaire, Edward Said, Frantz Fanon, Gandhi and W.E.B. DuBois and the novel The Pickup by Nadine Gordimer.

## **COMRADES & CABARETS: EXPERIMENTS IN EUROPEAN MODERNISM (WINTER)**

The focus of the course is the intersection of political thought and artistic expression in Europe between WW I and the Spanish Civil War, a unique moment in modern history. Throughout the term we explore as a case study the diverse political and artistic landscape in Germany as it vacillated between extremes of Left and Right. Particular attention is paid to the political and social discontent reflected in the art of the modernist movement. Various Expressionist groups, the work of the Bauhaus design school, and cabaret in its many forms are areas of study. After World War I modernist thinkers (artists, musicians, authors, and politicians) were faced with the challenge of rebuilding European society to fulfill this goal. How does one go about perfecting humankind and creating a new

## **ENVIRONMENTAL HAZARDS (WINTER)**

Formerly known as “natural hazards,” this field of study addresses the intersection of physical/environmental processes and human presence. We will study a range of hazards, from the prevalent (hurricanes) to the odd (sinkholes), how government agencies manage hazards and how human behavior can increase or decrease risk.



## REVOLUTIONS IN THREE COUNTRIES (SPRING)

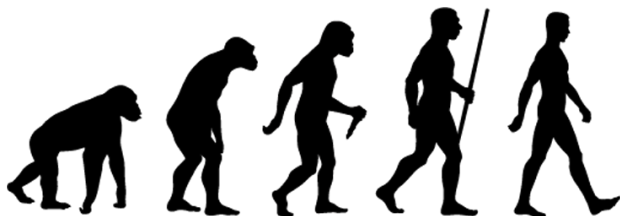
The twentieth century saw many dramatic political changes. This course focuses on the role 20<sup>th</sup> century revolutions played in shaping the identity of nations and in setting the stage for contemporary world relations. In our studies, we investigate the Russian (Bolshevik) Revolution, the Chinese (Communist) Revolution and the Iranian (Islamic) Revolution as case studies. The course seeks to examine the impact these revolutions had on traditional society, politics, and the spirit of the people. Literature, art, film and historical texts serve as sources throughout the term.

## INTRODUCTION TO ANTHROPOLOGY (SPRING)

This course provides a broad introduction to the study of anthropology, with a focus on the emergence of humans and human cultures. We will explore the roots of the discipline and the discipline's four fields: physical anthropology, archaeology, cultural anthropology and ethnology, and anthropological linguistics. In the process, we'll learn why anthropology was and remains in some ways a controversial discipline.

## EXISTENTIALISM – VISIONS OF IDENTITY (SPRING)

People have debated questions about identity and freedom at least as long as they have been able to write books. In this class we look at the recent “modernist” school of thought about how individuals relate to society, to each other and to themselves often called “Existentialism.” In doing so, we investigate God, death, life, freedom, absurdity, horror, cruelty and beauty. We read from the major writers in this field, including passages from Kierkegaard, Dostoevsky, Nietzsche, Heidegger, de Beauvoir, Arendt, Camus, Sartre, and Foucault. Additionally, we study films, poetry and modern art using the theories of these writers. The reading for this class is difficult but rewarding.





# MATHEMATICS

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## MATHEMATICS

Minimum Requirement: three years of upper school math, including the equivalents of Algebra I, Geometry and Algebra II. A grade of C or better is required to pass from one course to the next course in the first three courses in our math sequence. Students are strongly encouraged to take math throughout their upper school careers. Any coursework in math during the summer or outside of Oakwood during the academic year, must be approved in advance by the Head of the Upper School and the Math/Science Department Chair.

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### ALGEBRA I

Algebra I is designed as an introduction to the joy and fascination of mathematics as a discipline for more closely examining the world in which we live. This course sets the ground work for working with variable expressions, polynomials, and problem solving. (*full year/ one credit*)

### GEOMETRY

Geometry is a fundamental course in the study of shapes, angles, areas, and trigonometry through an analysis of physical objects and proof making. Each area of study is related to the physical world through hands-on experiences to help strengthen the connections to design, art, nature, and the real world. (*full year/ one credit*)

### ALGEBRA II

This course develops the concept of function through real-life scenarios, computer simulation and graphical analysis. The structure of the course provides the student with the necessary skills for a study of advanced mathematics or as preparation for life skills. The power of mathematics is examined through an analysis of the following functions: linear, quadratic, cubic, absolute value and exponential. (*full year/ one credit*)



## PRECALCULUS

This course is intended to prepare students for Calculus by building upon many of the topics studied in Algebra II. Topics to be covered include: formal definitions of function, domain, and range; composition and inversion of functions; polynomial, rational, exponential, and logarithmic functions; triangle and circle trigonometry; inverse trigonometry; trigonometric identities. All functions will be examined from both an algebraic and a graphical perspective, and students are asked to make more connections between topics. A graphing calculator is required (TI-83 recommended).

*Prerequisites: A year-end Algebra II grade of B or higher. (full year/one credit)*

## CALCULUS I *(dual enrollment)*

This course is the first of a sequence developing calculus for the student majoring in engineering, mathematics, or the sciences. Topics include the derivative, limits, continuity, differentiability, the definite integral, the Fundamental Theorem of Calculus, techniques of differentiation (including for transcendental functions), applications of differentiation, mathematical modeling and computer applications. Four undergraduate college credits are awarded for this class through **dual enrollment with Mount Saint**

**Mary's College** in Newburgh, NY. *Prerequisite: Year end grade of A- or higher in Precalculus and permission of instructor. (full year/one credit)*

## CALCULUS II *(dual enrollment)*

Calculus II builds on topics completed in Calculus I. All students take the AP exam in May. Four undergraduate college credits are awarded for this class through **dual enrollment with Mount Saint Mary's College** in Newburgh, NY. *Prerequisite: Permission of instructor. (full year/one credit)*



# MATHEMATICS

## **MATH TOPICS: CHAOS THEORY AND FRACTAL GEOMETRY**

This course covers two closely related modern mathematical fields: chaos theory and fractal geometry. We will explore them through a hands-on, application based approach and consider them through a historical lens. In playing the Game of Life and studying the logistic growth equation we will explore models of chaos. This thread will lead us to explore and discuss historical and modern topics such as The Manhattan Project, climate change, and geoengineering. We will consider fractals from a (geometric) recursive replacement rule perspective as well as a collage process perspective - generating many famous fractals including Sierpinski's Triangle, the Cantor Set, the Koch Curve, and the Menger Sponge. We will further utilize technology as we study the fractal icons - the Mandelbrot and Julia set - appreciating their "birth" before modern computers and evolution to computer generated masterpieces. *Co-requisite: Algebra II (fall term/one-third credit)*

## **MATH TOPICS: MATHEMATICAL GEMS!**

In this course, we will explore many interesting topics of modern and ancient mathematics – Pascal's Triangle, cryptography, knot theory, topology, and the concept of infinity are just a few! Using modular arithmetic as our thread, we will explore cryptography (and Alan Turing), check digit schemes, barcodes, and string design art. With Pascal's Triangle as another thread, we will explore a bit of combinatorics, the binomial theorem, the Fibonacci sequence, and the Golden Ratio. Using a "problem of the day" approach, we will come to understand topological equivalence as we play with the Mobius Band and explore famous topological problems. Students will leave this course with a much broader understanding of the field of mathematics and how it is intertwined in our everyday lives and has a meaningful existence beyond that required math sequence. *No Prerequisite. (winter term/one-third credit)*

## **MATH TOPICS: FINANCE**

In this course we will use the stock market as a resource for learning. Students will create investment portfolios with fake money (\$100,000) invested in the real (and real-time) stock market. Students will learn about investment tools and strategies such as stocks, mutual funds, bonds, buying on margin and short selling. Historical events (mainly the crashes of 1929 and 2008) will be studied as valuable lessons for the future. *No Prerequisite. (spring term/one-third credit)*

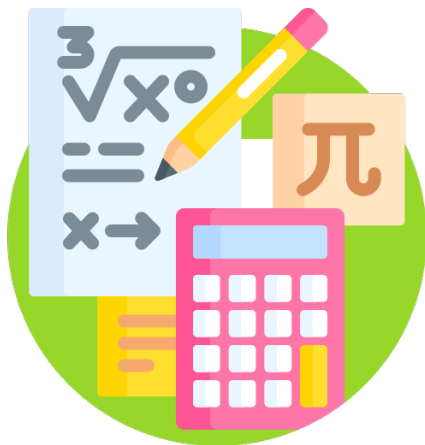


# MATHEMATICS

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## STATISTICS *(Dual Enrollment)*

The primary objective of this college level course is to help students understand how to learn from data. Students will learn how to conduct a statistical investigation and draw appropriate conclusions. We will focus on genuine research studies, active learning, and effective use of technology. Students will learn about and practice both simulation- and theory-based approaches to statistical inference. Reading and writing are important components of this course and will be emphasized throughout the semester. This course provides a general introduction to statistics. Students will be exposed to the rules of probability and some of the techniques used in both descriptive and inferential statistics. Students develop a basic understanding of how to summarize a data set effectively, using graphical methods and descriptive statistics. Students will develop the skills needed to generate (and interpret) confidence intervals for population parameters. Students will also use statistics for hypothesis testing. **This class is a dual enrollment class with Mount Saint Mary College.** Prerequisites: requires completion of Algebra II with a year end grade of B or higher, as well as permission from the instructor.





## SCIENCE

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### SCIENCE

**Minimum Requirement:** three years of science while enrolled as an upper school student, plus one half credit of upper school level health. Students are strongly encouraged to continue science throughout all four years of upper school. The Oakwood Friends School sequence in science is Conceptual Physics, Chemistry, Biology. After that, AP Biology, AP Environmental Science, Science Topics, and Advanced Physics are offered at the upper grade levels. Other electives such as health and Environmental Hazards are part of our science offerings. Any coursework in math during the summer or outside of Oakwood during the academic year, must be approved in advance by the Head of the Upper School and the Math/Science Department Chair.

### HEALTH

A wide range of topics dealing with all aspects of human health are covered in this course. Students gain a clearer sense of who we are, both physically and mentally. This knowledge helps us to live healthier and happier lives. Topics include healthy interpersonal communication, making overall healthy choices, human development, coping with stress, sexuality, STI's, nutrition and substance use/abuse. **This course is graduation requirement for upper school students.**

*(one trimester/one half credit)*

### CONCEPTUAL PHYSICS

Conceptual Physics, the first course in our upper school science sequence, introduces the relationships and interactions we have with nature in a hands-on, concrete fashion. Newtonian mechanics is explored during the fall term through a series of design challenges. Special topics in the range from electricity and circuit design, to alternative energy. Laboratory and computer simulations reinforce these topics with practical experience in predicting, observing, and recording physical interactions.

*(full year/one credit)*



## SCIENCE

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### CHEMISTRY

The second course in our upper school science sequence, normally taken during the sophomore year, Chemistry is designed to introduce the language and concepts that define the properties of matter. Topics covered include atomic theory, the periodic table, molecular bonding, stoichiometry, description and prediction of basic chemical reactions, acid-base and oxidation-reduction reactions. The use of significant figures, scientific notation, and basic algebra skills are integrated throughout this course. Laboratory exercises and demonstrations enrich and enhance these concepts.

Prerequisites: Completion of Algebra I (*full year/ one credit*)

### BIOLOGY

The third in our upper school science sequence, normally taken during the junior year., Biology is an introduction to the structure and function of living organisms. Students investigate cell theory, genetics, contemporary molecular biology, anatomy and physiology and population ecology. Comparative aspects of the six kingdoms are emphasized. The scientific method is used to test student-generated hypotheses. Observational skills, careful measurement of data, analytical skills, and interpretation are developed.

(*full year/ one credit*)

### ADVANCED PLACEMENT BIOLOGY

AP Biology is a college-level introductory Biology course using extensive readings. Students enrolled are required to take the College Board AP exam in May. The course covers topics in biochemistry, cell biology, the chromosome theory of heredity, evolution by natural selection, ecology, and current advances in molecular biology. The required AP Lab exercises are performed after school (during sports time) and additional exercises are used to reinforce topics. Prerequisites: upper school courses in Physics, Chemistry, and Biology, minimum end of year grade in Biology of A-, and permission of instructor. (*full year/ one credit*)





## SCIENCE

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### **APPLIED RESEARCH INTENSIVE**

Our Milky Way galaxy has at least 100 billion stars. This course will explore the kinds of stars in ours and in other galaxies, their births and their deaths as white dwarfs, neutron stars and black holes. Our work will lead us through how to know the composition and distances to stars, how stellar spectra tells us practically everything about a star and how the law of gravity fills in the rest. We will also build skill with identifying constellations in the night sky. *Enrollment in this course is by application.*

*(full year/ one credit)*

### **ADVANCED PHYSICS**

An advanced math based physics course for upper school juniors and seniors who want to build on an established foundation. The topics covered include kinematics, dynamics, uniform circular motion, universal gravitation, energy, and momentum, electric charge and force, electric field and potential, electric currents and circuits, magnetism, and electromagnetic induction. The course concludes with topics in simple harmonic motion, sound and electromagnetic waves, quantum physics and atomic models, and nuclear physics. Prerequisites: Students must have completed core science classes including Conceptual Physics or foundational physics equivalent, must be currently enrolled in a math class at the Precalculus or higher level, and must receive permission from the instructor/department.

*(full year/ one credit)*

### **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

AP Environmental Science is a college-level introductory course. Broad topics include ecological concepts, population dynamics, wildland management, energy resources, water resources, atmospheric science, solid waste, and pollution. Field and laboratory exercises elucidate the concepts. Calculating population growth rates, energy usage, water reserves, and other resources are integral parts of the curriculum. Students are required to take the College Board AP exam in May; college credit and/or placement may be earned by successful completion of the exam. Prerequisites: A- in Biology or previous science course, and permission of the instructor. *(full year/ one credit)*



## SCIENCE TOPICS: APPROACHES TO ECOLOGY

In this course, students will build skills for interpreting our surroundings. What makes an ecosystem 'healthy' or 'sustainable'? How can we measure, protect, or encourage biodiversity? And why, if at all, should we? This course will emphasize the diversity of approaches to analyzing our ecosystem, tools for conducting field studies, and critical lenses that help us to become better, more aware ecologists. Prerequisites: Conceptual Physics or Chemistry, and Biology (can be concurrent).

*(fall term/ one-third credit)*

## SCIENCE TOPICS: DATA SKILLS

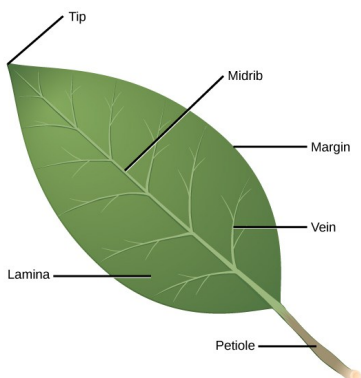
All science is about finding patterns in, and making sense of, data. This course focuses on the skills needed to do that: visualizing data, questioning precision and accuracy and working with uncertainty. Students will see that these abilities carry over to making informed, data-based decisions in politics and personal life as well as in science. Prerequisites: Conceptual Physics or Chemistry, and Biology (can be concurrent).

*(winter term/ one-third credit)*

## SCIENCE TOPICS: WATER!

Water is the most common liquid on Earth but it has properties unlike any other fluid. This course explores why those properties exist, how it moves through the Earth and the atmosphere and why it is usually thought to be a requirement of life in the universe. Prerequisites: Conceptual Physics or Chemistry, and Biology (can be concurrent)

*(spring term/ one-third credit)*





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## CREATIVE AND PERFORMING ARTS

Minimum requirement: Five trimesters in the Arts including a variation of visual arts, performing arts, and music. All ninth graders are enrolled in a special arts curriculum which includes introductory classes in theater, music and studio art. All art courses are of one trimester duration.

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## VISUAL ARTS

### PORTFOLIO PREPARATION:

This yearlong, upper-level art course builds on skills already established through prior art study and focuses on the creation of a high-quality portfolio of original work. Students have choice of the media they use; options include drawing, painting, print, sculptural, ceramic, digital, and/or time-based media. Inquiry across multiple media is encouraged. This class is "idea-driven skill development." In consultation with the teacher, students define the formal (visual) and thematic (conceptual) ideas that they wish to explore, and they develop their skills and knowledge as they pursue these. Instruction is given on a personalized basis, as well as through group lessons, prompts, discussions, and critiques. Students work over time to develop coherent bodies of inter-related works in series, and deepen their engagement with the world through a continual creative process of inquiry and making, both in and out of class. The course requires self-direction, and the serious commitment to develop oneself as an artist. Students will take big creative risks and work hard in a deeply supportive and rigorous studio environment! Prerequisite: At least two trimesters of Visual Arts electives beyond Intro to Art (or equivalent) or instructor approval. *This class may be taken multiple times for credit. (full year/one credit)*

### CERAMICS

Students will create and gain deeper appreciation for working with clay through exploring the world of functional ceramics, using traditional ceramic hand-building methods such as pinch, coil construction, and slab-building. Students will also have a chance to work on a pottery wheel and gain basic throwing and trimming skills at making cups, vases, and bowls. Devices such as a slab roller and a clay extruder will also be used as students make their own stamp designs. The primary emphasis of this course is on building forms, though fundamental glazing and surface decoration techniques will also be taught. Students' homework requirements include research into basic ceramic science, the history of the art, and supplemental studio time. This class may be taken multiple times for credit. *(fall, winter terms/one-third credit)*



# ARTS

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## INTRODUCTION TO VISUAL ARTS

Intro to Visual Arts is a design course that explores a variety of media utilizing both two and three dimensional techniques. Projects include mural painting, media arts, printmaking and sculpture. This class is designed to give students a true sampling of the visual arts and is required as part of the ninth grade arts curriculum. *(each term/ one-third credit)*



## OIL PAINTING: STILL LIFE AND SYMBOLISM

We are surrounded by objects, the myriad things of our world. A still-life is a creative pictorial representation of selected and arranged objects. In this studio art class, students will work with oil paints to paint two to three different still-lives they construct themselves according to specific project prompts. Our prompts for this term will revolve around various ideas of symbolism in the still life genre. We will study the art of many centuries of still-life painters for examples and inspiration regarding these different symbolic themes, from vanitas and death, to the bounty and beauty of nature, food and feasts, the mundane objects of house and home, to the excesses of consumer culture, the surreal and uncanny, and more; as well as to pinpoint characteristics of various styles of representation in this genre, from hyper realistic, to naturalistic, to abstract. Students will collect and compose, and bring objects to class, with symbolic meanings and qualities specific to the thematic project prompts, to paint from direct observation during studio class time. Students will learn fundamentals of oil painting such as color theory, paint mixing, and paint handling. Students will also learn to stretch and prime a canvas. Homework for this class will involve art research, the collecting and composing of objects, sketching, and supplemental studio hours. Prerequisite: Intro to Art, Drawing, or permission of instructor. This class may be taken multiple times for credit. *(fall term/ one-third credit)*



## VISUAL ARTS

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### INTRODUCTION TO PRINTMAKING: RELIEF AND INTAGLIO

Printmaking methods emerged out of a need for artists to easily reproduce graphic images for broad distribution, but beyond this purpose, print methods and media have provided artists with unique expressive characteristics as well as deeply absorbing processes of making. In this class art students will explore four such methods of printmaking, in addition to compositional principles, such as notan (the balance of light/dark), positive/negative space, and the form/ground relationship. Woodcut is one of the most common art media used worldwide, in which a block of wood is carved with a graphic image and inked up for serial relief printing. Students will study examples of woodcuts from historical and contemporary art and come up with a personally meaningful visual response to a unifying theme generated from our studies. We will then move on to making relief prints using linoleum. Students will further explore the theme from their woodcut project by drawing and carving new designs on linoleum. Then, students will transition to making intaglio (incised) collagraph prints using a mat board. They will incise these drawings with an exacto knife and seal them with acrylic gel medium for inking and printing. Next, students will make drypoints using either (or both, time permitting) plexiglass and/or small copper plates. Drypoint is an intaglio printmaking technique that involves making incised lines with a metal needle/ scribe into a plate which retains the ink to form the printed image after it is rolled through the press. Drypoint is best for making exquisitely detailed linework. As with woodcut, examples of drypoint engravings from historical and contemporary art will serve to help us establish both our technical and conceptual aims and theme for the one or two student drypoint projects: one of a naturalistic representation and the second abstract or conceptually driven. We will hand-rub the woodcut and linocut prints with a baren and enjoy using the etching press in the Oakwood studio to make our matboard intaglio collagraph and drypoint prints. Time permitting, students will also collage and seal a diverse range of textured materials in low relief to construct a “relief collagraph” on a matboard. When run through the press, these create heavily embossed, textured printed images. While black ink is the norm and standard for much printmaking, students will also have opportunities to explore integrating color into some of their prints using colored inks and chine colle (colored tissue paper). This class may be taken multiple times for credit. (*winter term/ one-third credit*)



## VISUAL ARTS

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### **DRAWING**

This class welcomes drawing students of all levels, beginner to advanced. We will explore perceptual drawing practice and methods using a range of observable subject matter: the figure, still life and objects, landscape, and interior spaces. We will use graphic media to explore, develop, and express our personal perceptions, feelings, and ideas in relation to these things of the world. Media include pencil, conte crayon, charcoal, pen-and-ink, and we introduce color with the use of pastel. Key technical concerns will include the depiction of form, light, texture, depth/ space/ perspective, and how to conceptualize and design pictorial space (composition) in a compelling way. Students will be exposed to a range of amazing drawings from art history and contemporary art to help guide this process. For homework, students will complete two long-term drawing projects and also keep a regular "Drawing Diary" sketchbook which will include sketches from observation, memory, and imagination. Students will participate in midterm and final group discussions of their work as they learn to analyze and respond to drawing as a language; a way of communicating perception, feeling, and meaning. *(fall term/ one-third credit)*

### **OIL PAINTING: PORTRAITURE**

In this studio art class, students will sketch and compose three portrait ideas for oil painting projects. You will learn about painting fundamentals such as color theory, paint mixing, paint handling, and techniques of naturalistic, expressive, and photorealistic representation of the human portrait and character. You will work from both direct observation and reference photography. Aspects of form, light, space, and color will be carefully observed and/or invented. Settings and environments, as well as possible "props" and/or companions will be considered as you develop your idea for each project. We will study the art of accomplished portrait painters from art history and contemporary art for example and inspiration. Students will keep a sketchbook and use drawing and water-based media to develop their project ideas. *(winter term/ one-third credit)*



## VISUAL ARTS

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### **INTERMEDIATE CERAMICS: DIGITAL TECHNOLOGY & 3D PRINTING**

In this ceramics course, students will print 3D forms using both the Makerbot 3D (plastic filament) printer and a ceramic 3D printer. Forms printed on the Makerbot will be used as tools to generate hand-built works in clay or to make interventions into hand-built or wheel-thrown clay works. The ceramic 3D printer will be used to generate both functional and sculptural pieces. Students will learn to model 3D forms in a digital environment using CAD (computer- assisted design) software, including such free, open-source applications as TinkerCad and Meshmixer. Students will prep their files for printing and learn how to operate the 3D printers and prepare and manage their 3D printing materials. They will consider possible surface and glazing techniques for all their works. They will keep a class notebook for planning their ideas and projects and taking research notes. Students will spend some hours per week outside of class time completing software tutorials to gain and develop skills necessary to do projects for the class. In-class time is clay time. After this, for homework, students will either model their forms digitally, prepare, execute, and monitor their 3D prints, and/or conduct research into the field of 3D design and 3D printing as it applies specifically to the field of ceramic arts and fine art sculpture. (*spring term, / one third credit*)

### **DRAWING & PAINTING: BOTANTICAL ART & ORGANIC ABSTRACTION**

Drawing, Collage, Printmaking, Clay sculpture, Assemblage, Watercolor, and Acrylic Paint will be art media we will harness in this class to explore and express varied and dynamic ideas involving the representation of the human figure, personality and character, relationships, and the inner life through figuration and portraits. You will learn about drawing, printmaking, and painting fundamentals such as mark-making, tonality, color theory, paint mixing and handling, as well as techniques of naturalistic and surreal, expressive, and photorealistic representation of the human portrait and character. You will work from both direct observation and reference photography, as well as from your imagination. Visible aspects of the figure/ person will be carefully observed and also, your creative, inventive, and imaginative faculty will be engaged as you both discover and invent expressive compositions. Settings and environments, narratives, as well as possible “props” and/or companions (human and/or nonhuman) will be considered as you develop your ideas for each project. We will study the art of accom-



## VISUAL ARTS

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### **MULTIMEDIA EXPLORATION: THE FIGURE AND PORTRAITURE**

Drawing, Collage, Printmaking, Clay sculpture, Assemblage, Watercolor, and Acrylic Paint will be art media we will harness in this class to explore and express varied and dynamic ideas involving the representation of the human figure, personality and character, relationships, and the inner life through figuration and portraits. You will learn about drawing, printmaking, and painting fundamentals such as mark-making, tonality, color theory, paint mixing and handling, as well as techniques of naturalistic and surreal, expressive, and photorealistic representation of the human portrait and character. You will work from both direct observation and reference photography, as well as from your imagination. Visible aspects of the figure/person will be carefully observed and also, your creative, inventive, and imaginative faculty will be engaged as you both discover and invent expressive compositions. Settings and environments, narratives, as well as possible “props” and/or companions (human and/or nonhuman) will be considered as you develop your ideas for each project. We will study the art of accomplished figurative painters from art history and contemporary art for example and inspiration. Students will keep a sketchbook, conduct inquiry-based research, and use a sketchbook with varied media to develop their project ideas, and work on longer-term projects (2-3 weeks in duration) both in class and for homework. (*spring term/one-third credit*)

### **ANIMATION**

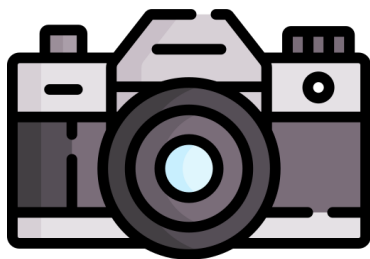
Animation is a powerful and ubiquitous form of storytelling. The medium is highly sought after for its ability to captivate and inspire the viewer. We will explore Disney’s twelve key principles of animation and each student will make a series of hand-drawn animations to explore select principles in depth, using the models of the “ball drop” and “walk cycle” animations. Students will use a stop-motion app on their smart phones as well as Adobe programs (such as Photoshop, Premiere, After Effects, and/or Animate) in this class. They will combine traditional analog art techniques with 2D digital animation processes. Students will make three short video animation projects: a rotoscoped GIF, a stop-motion animation, and a digitally drawn 2D character animation. Students will plan their projects through a process of brainstorming and storyboarding, following their own individual interests in storytelling and artistic style, while embracing improvisation and chance discoveries in production. Students will learn select post-production techniques in film-editing and sound. Students will also research historical and contemporary artist/animators who express their ideas through this versatile art form and experiment with how to apply their insights from this research to their own class work. (*fall term/one-third credit*)

# VISUAL ARTS

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## PHOTO 1: DIGITAL PHOTOGRAPHY

In this class students use digital photography to learn foundational skills including different compositions, styles, and genres in photography with an emphasis on Making and Interpreting/Refining. With weekly photo exercises that respond to visual presentations on contemporary photographers, shared in class critiques, students develop their ability skills in making. With assessments and homework assignments including readings, written reflections and short presentations, students develop their skills in Interpreting/Refining. Students will complete the class with a photo series of 15 - 20 photographs along with an artist statement presented to the class. (*fall, winter, spring terms/one-third credit*)



## PHOTO 2: ANALOG BLACK AND WHITE PHOTOGRAPHY

Analog Black-And-White students use skills related to different approaches, styles and compositions learned in Photo 1 and apply them to black-and-white analog photography. Students learn how to use a 35mm film camera, process film, make contact prints and make prints from their negatives. Visual presentations on contemporary photographers working in a range of genres including portraiture, landscape, abstract and still life will serve as inspiration for students as they make pictures on walks around campus. Students are expected to keep up with assessments and homework assignments including 4 hours of Photo Lab time outside of class and written reflections. Students will complete the class with a photo series of 8 - 10 photographs.

(*fall, winter, spring terms/one-third credit*)



# ARTS

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## MUSIC

The goal of the Oakwood Friends School Music program is to provide students with the necessary skills to succeed as future musicians. Students may take courses exploring music theory, music history, world music, musicianship skills, music composition, performance practice, and much more. Students also have the opportunity for lessons and/or coaching on various instruments. Students are able to perform in two concerts and/or the musical each year, as well as various chamber performances. Students also work with various guest clinicians and artists in the field of music to gain more knowledge of various career paths in music.

### PIANO FOR BEGINNERS

This course is designed for students with limited or no experience playing piano. After learning basic music theory and how to read music on the grand staff, students will complete exercises and learn songs to gain hand and finger independence. For their final project, students will perform a piece of music for their classmates. (*winter, spring terms/ one-third credit*)

### GUITAR FOR BEGINNERS

This course is designed for students who want to learn to play guitar but have little or no experience with the instrument. Students will learn the most common open chords and barre chords, and they will also learn to play single lines. Students will learn to read traditional music notation along with guitar tablature, skills that will eventually allow them to learn new music on their own. (*fall, winter terms/ one-third credit*)





## INTRODUCTION TO MUSIC

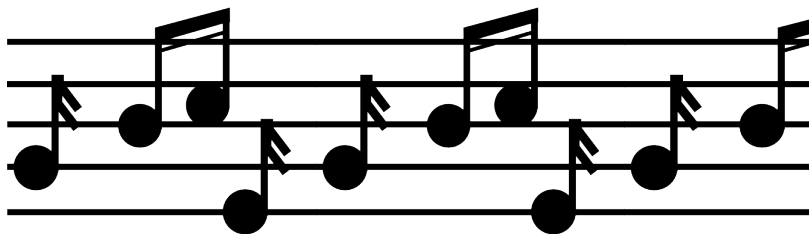
This is the required music course for all ninth grade students. Students in this course are introduced to the fundamentals of music, through listening and studying music from various places, times and cultures, hands on exercises, as well as class discussion. We will explore the many ways in which music has been used throughout time as a celebration of community, as well as a means for the individual to express him/herself. This class is designed to give students, with or without prior musical training, a better understanding of music and the role it plays in shaping the world around us. This course is required as part of the ninth grade arts curriculum. *(all terms/ one-third credit)*

## MUSIC COMPOSITION AND SONGWRITING

This course is designed for students interested in writing their own music. Students will work to complete an original composition in a style of their own choosing. In the process, students will learn about form, music theory, orchestration, and word-painting as needed. *(fall, winter terms/ one-third credit)*

## COMMUNITY SERVICE THROUGH THE ARTS

This course involves planning and engaging in artistic community service projects. Students will perform musical numbers or theater pieces in retirement homes, hospitals, or juvenile detention centers; students will volunteer to teach art, photography, music, or acting lessons to people in the community who cannot afford it; students will engage in creative project exchanges with students at other schools or juvenile detention centers; and students will create and donate art works to local, socially conscious organizations. *(winter term/ one-third credit)*





## ARTS

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### MUSIC

#### MUSICAL PRODUCTION

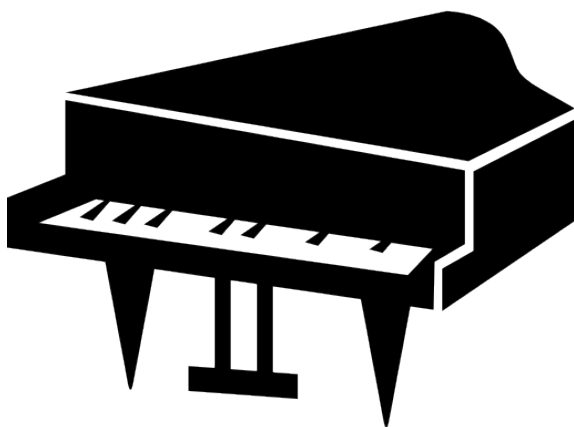
This course will include the auditions, casting, and full production of a large musical theater performance. Students will learn how to complete a character study including general character development skills as informed by both the music and text, techniques for line, monologue, and music memorization, and the ins and outs of performing in a play with a cast and tech team. Students enrolled in this course will serve either as actors or will perform in the live pit orchestra. Auditions will be held the last week of the winter term for vocalists and musicians. Rehearsals will begin the first week of the spring term. All students are encouraged to audition for this course. (*winter term / one-third credit*)

#### SPRING CONCERT CLASS

This class is for all students interested in taking part on the spring concert. Students will create a program, learn, practice and rehearse all materials. (*spring term / one-third credit*)

#### VOCAL ENSEMBLE

This class is designed for students, with or without prior experience, who are interested in singing music in a group. After being introduced to the fundamentals of proper vocal technique, students will help select music to rehearse and eventually perform together at the Winter Con-  
c e r t.





## DRAMATIC ARTS

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### **PUBLIC SPEAKING**

Throughout this course, students learn ways of overcoming fear, shyness, and insecurities in public speaking through technical and practical means. Each week, the class will explore different techniques and then prepare speeches to be presented to classmates utilizing those methods. The emphasis is on developing comfort with vocal range, physical stance, and other presentation skills. This course culminates with each student delivering a TED-style presentation. Students focus on presenting their work with confidence and ownership, while also practicing the art of active listening and consideration of others. All are encouraged to take this class, but it is a requirement for all international students.

*(fall, winter terms/ one-third credit)*

### **INTRODUCTION TO DRAMA**

"You are a human being, not a human doing." Students are introduced to the fundamentals of acting, staging, movement and design. We work with our bodies, voices and minds as instruments to serve us in the exploration of characters, physical dialogue, and expression. We focus on building confidence and getting out of our own way. Students work collaboratively to create scenes, develop monologues, and explore our bodies as instruments for self-expression. A brief introduction to the history of the theatre is included in this course. Students see one play per term and enjoy guest speakers throughout the year. This course is required as part of the ninth grade arts curriculum.

*(fall, winter terms/ one third credit)*

### **ACTING**

This course offers an introduction to acting techniques, through body language, ritual, and Uta Hagen's exercises for the self and the character. Focus is placed on effort and creativity as students explore new ways to use their bodies and voices while learning the foundational building blocks of performance and orienting themselves in a theatrical setting. Students will work primarily on solo performance pieces. Opportunities to perform using these skills will be offered at the end of the term. Beginning acting lays the groundwork for future acting, directing, and performance classes offered as the year progresses

*(fall term/ one third credit)*



# DRAMATIC ARTS

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## INTRODUCTION TO STAGE MANAGEMENT

This course will focus on and develop stage management skills, including organization, blocking shorthand, script analysis, communication, problem-solving, and leadership. Students will learn to define a stage manager's role, responsibilities, and duties in addition to learning shorthand and how to "call" a play or musical. Introduction to Stage Management will utilize lecture and participation-style classroom assignments and hands-on learning projects. This course will communicate in the creation of a Prompt Book - a binder containing all blocking and technical cues for a play or musical. Those interested in stage managing Oakwood's productions must complete or be actively enrolled in this course.

*(fall, winter terms/ one-third credit)*

## PLAYWRITING

Playwriting will utilize various techniques to help students harness their imagination in both writing and performance. This course will focus on creating fully-formed, new, ten-minute plays with the goal of performing them throughout the year. Students will study short pieces and analyze them for both their positive and negative qualities. Playwrights will practice modeling the positive aspects of these pieces, learn to work within specific restrictions, and utilize writing prompts in order to bolster creativity and overcome writer's block. Some knowledge of script analysis is a plus but not a requirement. *(fall term/ one-third credit)*

## MUSICAL PRODUCTION

This course will include the auditions, casting, and full production of a large musical theater performance. Students will learn how to complete a character study including general character development skills as informed by both the music and text, techniques for line, monologue, and music memorization, and the ins and outs of performing in a play with a cast and tech team. Students enrolled in this course will serve either as actors or will perform in the live pit orchestra. Auditions will be held the last week of the fall term for vocalists and musicians. Rehearsals will begin the first week of the spring term. All students are encouraged to audition for this course. *(winter term/ one-third credit)*



## DRAMATIC ARTS

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### **PAGE TO STAGE: ADAPTATION & CHILDREN'S THEATER**

This course will focus on the exploration of children's literature through research, adaptation, production, and performance of three stories for small children. Students will analyze and discuss children's books and fairy tales for similarities surrounding themes and motifs, then choose three to adapt into plays. Once adapted, the students will work collaboratively to tackle the technical aspects of these plays including lighting, sound, costuming, sets, and props. The course will culminate in a fully realized afternoon of children's theater for an invited audience of young folk.

### **ELEMENTS OF THEATRICAL DESIGN**

This course focuses on the processes of theatrical designers: how to read a play as a designer, how to create a composition, and how to analyze stage directions and characters in order to create appropriate designs for sets, costumes, and lighting. Students will explore the various "backstage" elements of a production and will also participate in the building of the set for that term's production. This course culminates in a design project as well as working as run crew for the play. *(winter term/ one-third credit)*

### **THE THEATRE AND FEMINISM**

This course will focus on an understanding of feminist performance theory and explore the role Feminism plays in modern theater both in terms of feminist critique and the contributions of feminist writers to the performing arts. Through the reading of historically significant plays, students will learn to recognize the building blocks of what makes a play feminist and will follow the movement from the 1970s to the present day. Much of the content of this course will be inherently experimental and will focus on performance art and surrealism as much as realist drama. *(spring term/ one-third credit)*



## DRAMATIC ARTS

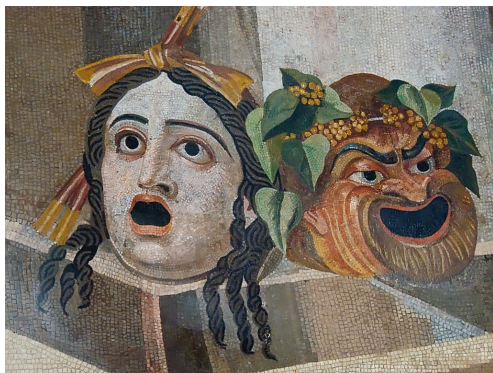
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### SPRING PRODUCTION

This course will include the auditions, casting, and full production of the Spring Production. Students will learn how to complete a character study including general character development skills, techniques for line and monologue memorization, and the ins and outs of performing in a play with a cast and tech team. The Spring trimester production will be a comedy. Auditions will be held the last week of the Winter Term. Rehearsals will begin the first week of the Spring Term. All students are encouraged to audition for this course. (*spring term/ one-third credit*)

### CREATING A SOLO PERFORMANCE

Through class discussion and example, students will learn how to generate material, create characters, and utilize a performance space in order to write, memorize, and perform a standalone piece of theater with only one actor: themselves. With a focus on introspection and storytelling, participants will be required to have a journal and must be driven to tell their stories in open-minded and creative ways. The class will culminate in a fully realized production of solo works. (*spring term/ one-third credit*)





## SPECIAL PROGRAMS

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### QUAKERISM

This course explores the religious ideas, ethical issues and social concerns of the Religious Society of Friends (Quakers) in the context of their Christian foundations. These are examined in the light of classical theology. We also compare Quakerism to other religious traditions and closely track Quaker values in relation to recent findings in various humanities fields. Texts include primary and secondary source material as well as readings in appropriate literature. This course is a graduation requirement for all students.

*(one trimester/one third credit)*



### FRESHMEN SEMINAR: CRITICAL THINKING IN THE CLASSROOM

Critical Thinking in the Classroom is required for all ninth graders.

The course prepares students for the sort of abstract and critical thinking that will be asked of them in the Upper School. Students study deductive reasoning, how to make and deconstruct arguments, logical fallacies, media literacy, and debate skills.

*(one trimester/one third credit)*

### LEADERSHIP AND SOCIAL JUSTICE

This one term course, required for sophomores, provides students a background in leadership theories and social justice concepts and encourages self-exploration of leadership skills and qualities. Students will reflect on their own selves as leaders and will engage with social justice topics as they learn peer facilitation skills.

*(one trimester/one third credit)*



## **SPECIAL PROGRAMS**

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### **GLOBAL AFFAIRS CERTIFICATE PROGRAM**

It has by now become a commonplace to talk about how rapidly and deeply the world is changing. Economic and political events in countries thousands of miles away affect everyone, often immediately. Increasingly, the importance of a strong grasp of the cultural, political and geographical roots underlying these trends grows clearer. Recognizing this, Oakwood Friends School established the Global Affairs Certificate Program. Our aim is for students graduating with a Global Affairs diploma to have a solid footing in current affairs and an ability to negotiate new globalization trends as well as long-standing cultural practices. The focus of the program concerns rigorous academic work in conjunction with practical experience. While all Oakwood Friends School students receive a serious global education, this program looks to take those with a particular interest in this area and allow them to take this interest to an even higher level.

This program involves choosing among courses such as Ethics, Asian Religion, International Relations, Anthropology, Latin American Studies, Post-colonial Studies, Revolutions in Three Countries, Economics, Environmental Hazards, Geography of the Margins, Globalization, and other relevant Humanities electives. The program also includes Mandarin Chinese as a language option for students enrolled in the program. Finally, Global Affairs students also participate in off-campus programs and trips. The program wraps up with individualized capstone projects in the spring of the senior year.

The capstone project is designed as an independent research project to be completed in the spring of the Senior year. The project will be written under the guidance of the Director of the Global Affairs Certificate Program and the Upper School Head. The project will be presented to a panel of three upper school teachers. Students will receive one full credit during the term in which they write their projects. These projects should be approximately 20 pages long. Topics will need prior approval.

Rising 11th and 12th graders are eligible to apply for the program. Please contact the Upper School Head for more information.



The Academic Support Center offers two programs

**LEARNING SKILLS** is a program that offers support services for students with documented learning differences and ADHD. Sessions meet three times a week on a 1:2 basis led by Academic Support faculty. The goal of the program is to provide students with a repertoire of strategies that enhance learning inside and outside the classroom. Strategies are taught and applied through work from the student's content area courses. Instruction is individualized and might include pre-teaching, assessing prior knowledge, reading, writing, note-taking, outlining, researching, test preparation/taking and time management. An important program goal is to instill self-advocacy skills so that the students can effectively communicate their needs to subject area teachers. Accommodations (extended time on tests, in-class computer use for essays and notetaking, calculator use, and application of other assistive technology) can be provided based on documentation testing. *(full year/ non credit course)*



**FOCUSED INSTRUCTION** is available to any upper school student in need of support in the areas of organization, time management and work completion. It is also available to students who are deemed by the school to no longer require Learning Skills. Students work independently to complete content area assignments or to prepare for tests under the guidance of a Focused Instruction teacher. Up to five students and one teacher meet three times a week in a multi-age setting. *(each trimester/ non credit course)*

# THE SENIOR PROGRAM

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## THE SENIOR PROGRAM

The senior program is designed with two goals in mind. One is to provide students with a culminating experience at Oakwood Friends School. The other is to give seniors the kinds of skills and abilities, academically and socially, they will need in order to succeed in the years that follow high school.

The senior year begins with an orientation trip—three days of being together with an emphasis on collaborative problem solving and planning the year's senior-led events. Senior classes include three Senior History Seminar courses and three trimesters of English. A student must achieve a passing grade in all of these courses *each term* to receive an Oakwood Friends School diploma.

There is also community service involvement for seniors. A total of 20 hours of independently completed service is required. This does not include hours working on all-school projects on Work Share Days. In the recent past, students have been involved in community service projects working with local organizations including the Mid Hudson Children's Museum, Lutheran Care Center, Vanderbilt Gardens, Poughkeepsie Farm Project, Bowdoin Park, Beacon Institute, Sprout Creek Farm, Stonykill Environmental Center, Omega Center for Sustainable Living, Hudson River Sloop Clearwater, and Astor Head Start.

The school year ends for seniors with a final evaluation trip. This provides seniors with the opportunity to reflect on their careers at Oakwood Friends School, to share their experiences and insights, and to make the kinds of connections with each other that will make a difference for them in the years to come.

Along with everything else, the senior year includes the college selection and application process. Seniors receive support and guidance through this process from the college counseling office and their advisors. The senior program is challenging, but it is also exciting and fulfilling.



# PHYSICAL EDUCATION

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## PHYSICAL EDUCATION & ATHLETICS

Minimum requirement: Four years- one course per trimester.

Participation in one interscholastic team sport per year is required for all upper school students. However, students are encouraged to participate in a team sport each trimester. If a student decides not to join a team in a particular trimester, they are required to choose and participate in a life sport activity. Students must pass each trimester to receive physical education credit for the year.

Oakwood's Physical Education program emphasizes participation. There is a wide variety and range of physical activities offered, including life sports, intramural teams, and interscholastic competition. Most of these offerings meet after classes during the afternoon sports period.

## ATHLETIC TEAMS & LIFE SPORT ELECTIVES OFFERED IN RECENT YEARS:

### FALL

Badminton  
Team Manager

### WINTER

Crunch Fitness  
Team Manager  
Musical  
Dance

### SPRING

Net Games  
Team Manager

### FALL

Boys & Girls Varsity  
Cross Country  
Boys Varsity Soccer  
Girls Varsity Soccer  
Thirds Soccer  
Girls Varsity Volleyball  
Girls JV Volleyball

### WINTER

Boys Varsity Basketball  
Boys JV Basketball  
Girls Varsity Basketball  
Girls JV Basketball

### SPRING

Boys & Girls Varsity Tennis  
Girls Varsity Softball  
Boys Varsity Baseball  
Coed Ultimate Frisbee



# ACADEMIC STAFF

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|                                     |                   |
|-------------------------------------|-------------------|
| Head of School                      | Chad Cianfrani    |
| Associate Head/Head of Upper School | Anna Bertucci     |
| Academic Programs Assistant         | Matthew Voorhees  |
| Director of College Counseling      | Haniya Mee        |
| ASC Coordinator                     | Andrea Massi      |
| Arts Department Chair               | Ted Messerschmidt |
| Humanities Department Chair         | Stephen Miller    |
| Math/Science Department Chair       | Karen Nichols     |
| World Languages Department Chair    | Clara Crosby      |
| Athletic Director                   | Saddan Alma-Bueno |





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