



**VIRGINIA BEACH
FRIENDS SCHOOL**

Knowledge. Character. Community.

Course Offerings Upper School 2018-2019

Year-long courses earn 1 credit, semester courses earn .5 credit.

English

The English Department cultivates students by developing a thorough understanding of language and literacy, the significance of critical reading and compelling writing, and the power of literature, past and present. Students will analyze how language transforms our understanding of local, national, and international communities. The department strives to produce effective communicators who approach all situations as critical thinkers. Students are required to take English all 4 years. In our yearlong 9th and 10th grade foundational courses students will read, analyze, and discuss classic and contemporary texts; they will practice sharing their perspectives and critical insights by engaging in student-led discussions; they will learn the skills of writing, revising, and editing writing through the peer-editing process. Students will build on these foundational skills in their 11th and 12th grade semester-based electives that allow students to pursue their own interests in depth.

Course Offerings

Introduction to Literature and Composition- 9th grade

Prerequisite: Successful completion of English 8 [required].

Description: While exploring long and short works of fiction and nonfiction, poetry, drama, and a variety of other genres, students will analyze and discuss critically while deciphering how literary elements and techniques impact the reader. Reading and writing assignments encompass narrative, literary, expository, and technical forms, with emphasis given to expository writing. Students will specifically read *Romeo and Juliet*, *Of Mice and Men*, *Night*, and other selected works. Introduction to literature and composition uses a process-based workshop approach to present written and oral communication skills within a whole language context. Students read, speak, and write in individual, small-group, and large-group settings. Vocabulary, grammar, literary genres, research, and reporting are introduced and practiced within the workshop environment.



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Advanced Literature and Composition- 10th grade

Prerequisite: Introduction to Literature and Composition

Description: In this required course, students will read and analyze a wide variety of literatures from different cultures, including poems, essays, short stories and novels. Students take an active role in the learning process by participating in class and directing discussions. The course examines literature as a product of culture, emphasizing the link between art and cultural values seeking universal human themes across the wide variety of cultures. The course will analyze *The Tragedy of Julius Caesar*, *The Kite Runner*, *Oedipus*, and *Things Fall Apart*. Students will also refine their ability to read and analyze critically, then convey their conclusions in writing. Students learn to write, or refine existing skills in writing, in a variety of styles, both academic and professional.

Fall - American Short Story- In this elective course, we will study American short stories from 1920 to the present in four chronological units: the 1920s through the 1940s, the 1950s through the 1960s, the 1970s through the 1980s, and the 1990s. Students will understand that literary works cannot be evaluated in isolation, and each unit begins with a discussion of the historical, cultural, and literary events of each era with a focus on interpreting and evaluating the stories and making intertextual connections. Students will focus on thematic analysis, the impact of literary elements and techniques, and the evolution of the American short story.

Fall or Spring- Creative Writing- Students will engage in countless writing opportunities that emphasize the power and magnitude of language. This course provides students with the opportunity to write in a variety of mediums. Student will write both fiction and non-fiction, including short stories, flash fiction, poems, graphic novels, speeches, memoirs, dramas, and others. The workshop-based approach ensures that each writing task is student driven, and students will master both giving and receiving constructive writing feedback.



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Fall - Poetry- We will study a wide array of multicultural poetry. Students will primarily investigate how poetic form and various literary techniques impact the reader with a focus on thematic analysis. Students will learn new vocabulary specific to verse and use this language to write and discuss poetry. This course relies heavily on the skills of annotation and close reading to ensure students are comprehending each piece at the highest level. Students will produce a variety of poetry and edit in a workshop setting. The course will finalize with students completing a comprehensive poetry portfolio with a collection of their works from throughout the semester.

Spring- American Literature- Students read and explore a wide variety of American literature, including poems, essays, short stories and novels. Students take an active role in the learning process, participating in class, directing discussions and seeking knowledge. The course covers the primary movements in American literature by considering representative authors, relating them to their historical and literary context and comparing them across movements. Students will read and analyze a variety of texts including *To Kill a Mockingbird*, *Great Gatsby*, *The Crucible*, and *In Cold Blood*.

Spring - Writing for Social Change- In this capstone course, students will work collaboratively to design and carry out a community action project that utilizes the student's personal talents and passions to make a positive impact in the Virginia Beach community. Students will engage in a variety of writing tasks to promote and execute their community action projects. Additionally, students will read and analyze other community-based efforts as models, and students will specifically trace how campaigns use rhetoric and language to persuade and foster change. This integrated learning opportunity charges students with the task of using their mastery of the English language to reach beyond the walls of the classroom.



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Math

Algebra I

Prerequisite: none

Description: In Algebra, students learn to reason symbolically, and the complexity and types of equations and problems that they are able to solve increase dramatically as a consequence. The key content for this first course, Algebra I, involves understanding, writing, solving, and graphing linear and quadratic equations, including systems of two linear equations in two unknowns. Factoring, completing the square, or applying the quadratic formula will be used to solve quadratic equations. Students should also become comfortable with operations on monomial and polynomial expressions. They learn to solve problems employing all of these techniques, and they extend their mathematical reasoning in many important ways, including justifying steps in an algebraic procedure and checking algebraic arguments for validity.

Algebra II

Prerequisites: Algebra I, or equivalent, and Geometry

Description: Algebra II expands on the mathematical content of Algebra I and geometry. There is no single unifying theme. Instead, many new concepts and techniques are introduced that will be basic to more advanced courses in mathematics and the sciences and useful in the workplace. In general terms the emphasis is on abstract thinking skills, the function concept, and the algebraic solution of problems in various content areas. Included in Algebra II are units on equations and inequalities, linear relations and functions, systems of equations and inequalities, matrices, polynomials, roots, and quadratic equations. Along with the theoretical mathematics are inter-woven applied mathematical problems showing the usefulness of the subject in the everyday environments of business, science, and statistics.

Geometry



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Prerequisite: Algebra I or equivalent coursework

Description: Although the curriculum is weighted heavily in favor of plane [synthetic] Euclidean geometry, there is room for placing special emphasis on coordinated geometry and its transformations. Units included in this course are: definitions and postulates of basic geometric concepts along with reasoning; an introduction to proofs; parallel lines and planes; angle sum theorems, congruent triangles, quadrilaterals, triangles and inequalities; ratio, proportion, and similarity; and right triangles and trigonometric ratios. Along with the theoretical mathematics are inter-woven applied mathematical problems, which show the usefulness of the subject in the everyday environments of business, science, and statistics. Algebra skills are utilized from previous Algebra courses and a thorough introduction on proofs is presented.

Pre-Calculus

Prerequisites: Algebra I, Geometry, and Algebra II

Description: Trigonometry/Pre-Calculus uses the techniques that students have previously learned from the study of algebra and geometry. The trigonometric functions studied are defined geometrically rather than in terms of algebraic equations, but one of the goals of this course is to acquaint students with a more algebraic viewpoint toward these functions. A basic difficulty confronting students is one of superabundance: There are six trigonometric functions and seemingly an infinite number of identities relating to them. Students should have a clear understanding that the definition of the trigonometric functions is made possible by the notion of similarity between triangles.

Calculus

Prerequisite: Algebra II; Pre-Calculus is preferred

Description: Calculus combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of advanced mathematical courses. It also brings a measure of closure to some topics first brought up in earlier courses, such as Algebra II and Pre-Calculus. The functional viewpoint and practical applications are heavily emphasized in this course.



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Statistics

Prerequisites: Algebra I, Geometry, and Algebra II

Description: Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account. Students will learn the major concepts and tools for collection, analyzing, and drawing conclusions from data in hypothetical and real-world situations.

Science

The overarching goal of all Upper School science courses is to promote and achieve strong critical thinking skills. This goal is mastered by reviewing and analyzing the scientific method using an experimental approach. Each student will develop basic concepts and scientific vocabulary as well as the thinking, reasoning, and laboratory skills needed to apply these concepts in known and new situations. Teaching methodologies are very diverse and unique to each student. The delivery method consists of digital learning, project-based learning, interactive lectures, virtual and wet labs, and dissections. Within the coursework, the philosophy of the school is integrated by reinforcing S.P.I.C.E.S.

Students pursuing a Standard Diploma are required to complete three years of laboratory science in two disciplines or more. For students pursuing an Advanced Studies Diploma, four years of science in three different disciplines are required.

Course Offerings

Biology - 9th and 10th grade

Prerequisites: none

Description: Biology introduces the student to the basic concepts of biology. The four units covered are: Biochemistry, Cell Structure and Function, Genetics and Heredity, and Evolution. The history of biological thought and the evidence that supports it are explored and provide the foundation for investigating biochemical life processes, cellular



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organization, and the mechanisms of inheritance. The class is structured so that the basic principles are introduced through lecture and project-based learning. Laboratory experiments, and field trips give them a hands-on approach to their biological learning.

Chemistry -11th

Prerequisite: Algebra I

Description: This class introduces students to the basic concepts of chemistry. Topics that are explored include the properties of matter and energy, chemical stoichiometry, chemical equilibria, solutions and biological chemistry. Students are expected to build on their knowledge throughout the course and use chemistry concepts to create and calculate equations. Students will gain a powerful appreciation for just how rich and extraordinary the world really is.

Physics- 12th

Prerequisite: Algebra I

Description: This class covers basic physical science principles by exploring the nature and characteristics of energy and its dynamic interaction with matter. It emphasizes an understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics is important, but conceptual understanding of physical systems remains a primary concern. Key areas covered include; force and motion; kinetic molecular theory; energy transformations; vibration and wave phenomena; the electromagnetic spectrum; light; electricity; fields; and non-Newtonian physics. The class stresses the practical application of physics in other areas of science and technology and how physics affects our world.

Biotech in a Box- Fall

Prerequisites: Open only to 11th and 12th grade students

Description: Students who are interested in the newest growing field of science will explore topics including: DNA biotechnology, slime mold behavior, cloning, immunology, protein electrophoresis, and more. This will be a lab-based elective followed by



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presentations of collected data. Resources and materials for this elective are provided by the Fralin Life Science Institute at Virginia Tech.

Forensics- Spring

Prerequisites: Open only to 11th and 12th grade students

Description: This course is designed to engage students who are interested in the field of forensic science. Students will partake in a semester long crime scene investigation that encourages students to think like real scientists. Within the investigation, students will explore the various fields within forensic science such as toxicology, DNA fingerprinting, forensic chemistry and more.

Social Studies

The study of History in the Upper School is intended to develop an appreciation of cultural diversity, help students understand how diverse cultural traditions affect their lives, expand upon their knowledge of the political and social history of the United States as well as other world countries, and develop an understanding of the workings of our government and economic systems. Social Studies classes also pursue intensive studies of geographical and economical areas, time periods, and the science of psychology.

In all Social Studies courses, students are encouraged to develop a sense of consciousness about their responsibilities as citizens of our country and our globe. Discussion of current events is an important part of every course. In this respect, our Social Studies curriculum supports the basic values of community, harmony, simplicity, and equality on which our school is based.



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Course Offerings

Ancient History- 9th grade

Prerequisite: none

Description: During their first year of World History students will study global patterns of early peoples from prehistory to about 1400 AD. This course is designed to introduce students to a variety of different ancient people and civilizations that make up our world's cultural history. Students will gain an understanding of the creation of human history, the major characteristics of a civilization and how cities become nations. This course will also introduce students to a variety of early civilizations and how the various cultures influenced one another across time and space. By the end of the course, students will gain a better understanding of the major historical cycles and social patterns that affected our world then and why they still do today.

The Modern World- 10th grade

Prerequisite: Ancient History

Description: During their second year of World History students will continue their study of cultures and nations around the world from 1400 A.D. to the present day. In this course students will focus more on important global concepts such as imperialism and nationalism; in addition to interpreting the impact of new technology and political philosophies on various societies. Students will examine the different methods used by people, societies, and nations to overcome obstacles and interpret how they achieved their goals. This course will also analyze important social, political, and economic themes to give students a better understanding of what major characteristics both connect and cause conflicts between modern nations in world today.

United States History - 11th grade



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Prerequisites: Ancient and Modern World History

Description: United States History is a year-long junior level survey course on American history topics from the Pre-Columbian period to present day. This course focuses on the wide variety of people and events that make up the multicultural social, political, and economic history of the country. Students will engage in a deeper level of historical inquiry through the enriched study of various primary source types. This method of analysis is designed to help each student gain a greater understanding of the various individual perspectives, as well as develop a genuine appreciation for the diverse story of the nation and vast contributions made by the different members of society. By the end of the course each student should have their own interpretation of American history and what defines the nation's identity.

US Government - 12th grade

Prerequisite: Ancient and Modern World History; United States History

Description: United States Government is a year-long senior level course designed to teach students the many elements and functions of government in the United States. Students will also learn the importance of their individual role as a citizen in American society. This course incorporates other academic disciplines such as political science, history, sociology and philosophy; therefore students will be required to utilize their analytical and research skills through a variety of student-based assignments and multimedia projects. The knowledge gained in this course is essential for engaged citizenship in one's community.

Elective: Contemporary American History- Spring

Prerequisite: none

Description: Contemporary American History is a semester-long course designed to focus primarily on United States History themes from the beginning of the 20th Century to the present. In this course students will examine major social, cultural, and political issues that occurred during this time period. Students will also analyze and develop opinions on present-day issues such as immigration, healthcare, and civil rights.



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Foreign Languages

Students in Upper School must successfully complete two years each in two different languages [to the second-year level, for example, Spanish II] or three years in one language to the third-year level, for example, Latin III]. Currently Spanish I, II, III, and IV are offered on campus.

Friends offers Spanish because of the many opportunities both domestically and abroad available to students who can use the Spanish language to communicate. There are 22 Spanish speaking countries in the world, and there are more than 40 million Spanish speakers in the US, and 4.1% of Virginia Beach residents speak Spanish at home.

There are many benefits derived from learning a second language. The student's ability to better communicate with other people as well as to adapt to change is improved. Opportunities in the workforce increase with knowledge of a second language. Learning another language opens the door for the student to have a greater understanding, appreciation, and joy of works of art, literature, music, and entertainment from other cultures. As students gain appreciation of and respect for a foreign language and culture, they also become more familiar with and knowledgeable about their own language and culture. Students' familiarity and comfort with a second language enhances their self-esteem and self-worth.

Arabic, Chinese, French, Latin, and some AP or Advanced Spanish courses are offered in online educational setting such as Virtual Virginia Program of the Virginia Department of Education or The Virtual High School, as well as dual degree programs such as Virginia Wesleyan University and Tidewater Community College.

Course Offerings

All courses are year-long [1 credit].



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Spanish I

Prerequisite: none

Course Description: Students will be introduced to the culture and language of the Spanish-speaking world while developing listening, speaking, reading and writing skills for basic communication in Spanish. They will explore the culture of the Spanish-speaking world as they complete hands-on cultural projects and participate in traditional festivities. Upon successful completion of this course, students will be able to communicate about a variety of topics in Spanish, such as pastimes, family, and school life.

Spanish II

Prerequisite: Successful completion of Spanish I or Spanish I A and Spanish I B in middle school.

Spanish II continues to explore the language and culture of the Spanish-speaking world while helping students build and expand upon the foundation laid in Spanish I. Students will continue to develop their listening, speaking, reading and writing skills as they communicate more deeply and effectively on variety of relevant topics such as vacations, sports, and future careers. As students continue to explore common customs and traditions of the Spanish-speaking world they will study ancient and modern cultures of Mexico and other countries.

Spanish III

Prerequisite: Successful completion of Spanish II

Spanish III continues to explore the culture and language of the Spanish-speaking world while reinforcing skills and concepts developed in Spanish II. Students are introduced to more complex grammatical structures such as the subjunctive and conditional tense to promote more fluid communication as they discuss more abstract concepts like contrary to fact situations and hopes and wishes. Students have opportunities to connect to the culture



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through media and music.

Spanish IV

Prerequisite: Successful completion of Spanish III

In Spanish IV students continue to build proficiency as they study more complex grammar structures such as past participles, subjunctive and future tense. Students will broaden their vocabulary while they study, complete and present projects on a variety of topics such as sports, vacations, travel and future careers. To help build their language competence, students are expected to use Spanish exclusively in the classroom. Literary selections and authentic materials will be used to increase their reading literacy. Class discussions, oral presentations and technology-based assessments will continue to strengthen their linguistic fluency. Essays and informal writings are also an integral part of the class. Upon successful completion of this course students will be able to use their skills to communicate both confidently and effectively in Spanish.

Visual Arts

Course Offerings

Classical Approach to the Visual Arts - Fall

This required initial high school visual art course will provide students with the technical prowess to continue their study of various medium throughout their high school career. The preliminary sketches, the preparation of a surface, the textures that support the application of the brushwork and the refinement of an idea will calibrate the experienced young student to a mindful conclusion. Drawing, Painting and Sculpture will be the concentration of the course.



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Structure - Spring

Structure will explore individual creativity through various materials and the sculptural techniques of adding or taking away material to form a finished piece. Students will design and execute from concept to completion sculptures that represent their interests. Three-dimensional works of art will be made of ceramics, fibers, glass, metal, stone, and wood. Students will also learn to view their work from all sides and to realize that art is important from every angle.

Focus will be on: Sculpture, Ceramics, Extended Media: Architectural Models Industrial Design & Public Art.

Design- Fall

Students learn to develop a concept from the preliminary drawings to the completed presentation. Drawing inspiration from the human necessities of life, concepts will be constructed into three-dimensional models. Students will develop their perceptive drawing skills and fine craftsmanship to develop original design concepts. Emphasis will be placed on structure and stability to reinforce their model building skills and the cohesive and tangible nature of practical design.

This course will encompass: Conceptual, Industrial, Architectural & Fashion Design through mixed media.

Visual Media- Spring

Photography, photojournalism, film, animation each medium strives to capture the human spirit in the peak of human condition within extreme elements. As a challenging medium the student will learn to "focus" on the essential principles and elements that will define their subject.

Performing Arts



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Course Offerings

Explorations in Music- Fall

Explorations in Music provides upper school students with hands-on engagement with musical instruments, discourse with cultural concepts, an introduction into music literacy and experimentation with musical ideas. Students will engage with technology, steel pans, keyboards, percussion, singing, bucket drums, and perhaps even film. Students will also be encouraged to think about music critically and discuss music using appropriate musical vocabulary. Additional topics may also appear, such as video game music, film music, theater, popular music, classical/art music and natural sounds. Students will keep weekly journals about music's impact in their own lives as they learn to describe sounds with appropriate vocabulary and higher intellectual discourse.

Music and Technology: Spring

Music and Technology class establishes a technological approach to studying music. Students will learn about music technology and observe demos in creating music. Students may interact with recording music or sequencing music. They will also engage with technology to create original music or sounds. Like other courses, individuals will also be encouraged to think about music critically and discuss music using appropriate musical vocabulary. Furthermore, the class will engage with the creative process in writing music as students create their own original music as a final project.

Steel Band: This will be offered Fall and Spring students may take for one semester or for the whole year

Steel band may require permission from the instructor based on numbers. Steel Band is a performance ensemble. This course offers hands-on experience where students actively explore aspects of beat and rhythm using steel drums (pans) and various other hand percussion instruments. Students will be introduced to diverse elements of music and learn how to use that knowledge in music to express individual and group creativity. Students will



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cultivate core fundamentals such as pitch reading, rhythmic notation, scales, melody, harmony, and analysis. The group explores a variety of musical styles, exploring genres such as calypso, soca, reggae, rock, pop and classical. Students will discover history and culture related to the steel pan. Students with additional musical proficiency with other instruments such as keyboard, guitar, bass, etc. are highly encouraged to participate to enhance the steel band. Steel band is a performance ensemble and performances during several school events are REQUIRED!

Health and Physical Education

Upper School students are required to take one semester long physical education course that will introduce them to establishing fitness goals and maintaining a healthy lifestyle. A one semester health class is also required and will give them the information they need to make responsible and healthy choices in many areas of their lives. Students will complete their remaining health and physical education requirements through electives or full participation in a team sport. Physical Education offerings introduce a competitive atmosphere to students while still maintaining a focus on skill development, positive attitude, and good sportsmanship. Teachers operate with the understanding that each student is unique and can bring something valuable to each activity, regardless of skill level. Likewise, assessment is done with the same philosophy in mind and focuses on attitude and effort rather than assessing students on ability alone. Students are also made aware of the history and rules of their activity through occasional class lecture. Physical education courses make full use of the Wilson Center and at times the neighboring YMCA.

Course Offerings

All courses are one semester in length [½ credit]

Intro to Fitness- Fall

This course is designed so all students can acquire the basic knowledge about how to



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become fit and why it is important. Students will learn how to safely use various exercise equipment and stations in the fitness center. Principles of strength training, elements of cardiovascular health, basic anatomy and physiology, and the elements of a personal fitness plan are topics covered during the course. The course will also introduce and promote strength through proper techniques of lifting and weight training. Physical assessments enable students to personalize their own workouts and attain their fitness goals. Students will perform basic calculations to determine appropriate workload, volume, sets, repetitions, intensity, progression and recovery to meet their fitness goals.

Sports and Recreation- Fall

Sports and Recreation provides students with an opportunity to incorporate physical activity and life-long leisure experiences into their lifestyle through game play and practice. Focus units include but are not limited to: basketball, badminton, golf, pickleball, tennis, volleyball, soccer, baseball walking/jogging. Other team sports will be incorporated as non-competitive activities. Skills and common concepts of each lifelong activity will be presented and developed through practice and match play. Students of all skill and experience levels are encouraged to enroll in this course.

Advanced Fitness- Spring

Prerequisite- Intro to Fitness

Reinforces the proper guidelines, principles and techniques of exercise and the development of muscular strength, endurance and power at an advanced level. Introduces Olympic lifting techniques and continues development of individual weight training programs and advanced evaluation techniques. Classes will be conducted in a large group setting for lectures, warm up, cool down, and core training. Students are responsible for creating individualized programs to meet their specific abilities and goals; these self-selected weight training activities will constitute most of their class time. Each student will progress at a rate commensurate with their abilities. Pre and post assessment will be conducted for



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flexibility, body composition, muscular strength, and muscular endurance.

Health and Wellness- Spring

This health and wellness course is primarily concerned with those behaviors that contribute directly to optimal health while reducing the risk of disease. At the end of this course, students will have a better understanding of major health concepts, a sense of responsibility for one's own health, and the necessary skills to implement desirable health behaviors and attitudes. Key concepts and topics include mental and emotional health, building healthy relationships, substance abuse prevention, nutrition and physical activity, sexual health, HIV/AIDS education, and communicable vs. non-communicable diseases.

Athletic Sports Team - Fall, Winter, Spring

Students may earn a PE/Health credit by participating on an athletic team sponsored by the school *and* sanctioned by the Hampton Roads Athletic Conference *for* competing within that conference at the middle school, junior varsity, or varsity levels. To earn this credit, the student must attend all athletic practices and contests. Students are permitted to miss practices for academic purposes. Students are limited to using this credit for *1 team sport* per year but are encouraged to participate in as many team sports for recreational enjoyment.

Religion/Ethics

As a Friends School, all Upper School students are required to take one credit in the Religion/Ethics department. The goals of religion classes are: to help students to understand Quaker faith and history, explore their own spiritual development and its influence on their beliefs, values, and decisions; and to familiarize them with the basic tenets of the major world religions. The goal of the ethics requirement is to give students the opportunity to develop an understanding of an ethical framework, and further develop their own ability for ethical decision making in a variety of settings.



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Course Offerings

Medical Ethics- Fall

Modern science and technology have brought with them a whole new set of ethical dilemmas that impact us all. For example, a young woman had an aneurysm and was pronounced brain dead, she was also 14 weeks pregnant. Should she be taken off a ventilator? Who should make this decision - the hospital, her husband, her parents? This course will use case studies like this one to develop students' critical and analytical thinking skills, so they too can understand and discuss these dilemmas and offer their own opinions. Cases we will examine will include organ transplantations, natural disaster or mass casualty crisis response, end of life decision-making, issues of racism and research, as well as others. An integral part of this course will be learning from community members - doctors, nurses, chaplains, lawyers, and social workers - who share with us their experience with medical ethics, and present dilemmas they have encountered. Students will have a chance to shape their learning through independent reading selections, and a final research project.

Quakers- Lives That Speak- Spring

Quakers have an expression, *Let your life speak*, this means one's values or beliefs should be reflected in the way they live. As a Friends School VBFS is based on the testimonies or values of Simplicity, Peace, Integrity, Community, Equality, and Stewardship. This course will examine the history of Friends' beliefs and how they have changed or stayed the same over time by exploring the lives of the Quakers. We will use primary sources, biographies, and interviews to learn more about Quakers and their beliefs. Students will become the expert on a Quaker of their choosing through a research based final project.

Elective: Comparative Religion - Spring

Prerequisite: none



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Description: In this course students examine various global worldviews and survey the major religions of Judaism, Christianity, Islam, Hinduism, and Buddhism. Students will be encouraged to objectively compare and contrast the different philosophies and faiths in an effort to develop a deeper understanding of the global role of religion in daily life and impact on different societies in a community.

Electives

Public Speaking and Communication- Fall

In this course, students will develop skills in evaluating, preparing, and delivering informal and formal oral presentations. Using organizing principles, audience awareness, appropriate vocabulary and grammar, and verbal as well as non-verbal communication techniques, students will plan and deliver several types of speeches, including a formal presentation to a group other than the class. Students will perform an original standup comedy routine as their final exam for this class.

Business Development and Leadership- Spring

Are you interested in developing your own start-up company? Or perhaps you are passionate about a social issue such as hunger, poverty, or addiction? This course will merge the two!

Social entrepreneurship is a rapidly developing field in all realms of business enterprise from non-profit, to for-profit businesses and even governmental organizations. This course introduces students to both theory and practice of social entrepreneurship through highly experiential, interactive, and collaborative workshops. We will draw heavily from local cases, business experience, and student inquiry. Working in a peer-team on a social issue they care about, students will learn leadership lessons, entrepreneurial mindset, skills, and tools to begin their own social venture or work in a social business.

Online and Dual Enrollment Options



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Virginia Beach Friends School supports a variety of online and dual enrollment classes. This expands student choice and opportunity. However, the School recognizes that online and college level course work requires students to be technically proficient, self-motivated and organized. Currently, VBFS allows courses through The Virtual Online High School and Virtual Virginia for High School Credit, and Virginia Wesleyan University. The School will pay for these classes as long as the student receives a C or higher and completes the course, otherwise it is the parent's responsibility to pay for the class.

Please see and complete the online policies contract.

Course options can be found at:

The Virtual Online High School - <https://vhslearning.org/>

Virginia Virtual - <https://www.virtualvirginia.org/> (registration closed August 1)

For Students who would like to challenge themselves and supplement their academic program with an introduction to college academics students can take classes at or Virginia Wesleyan University.

Virginia Wesleyan University-

Students can register for level 100 or level 200 classes at VWU, these would be on campus at 3 or 3:30 as well as some evening weekend options. Students must apply directly to VWU and meet their admissions criteria which include GPA 2.5 or higher and one of the following, SAT Total Score (ERW+M) – 1000 or ACT Composite Score – 19. Their classes begin August 29, 2018.

To find course go to www.vwu.edu click "Quick Links" in the upper right hand corner, also in the upper right corner select Web Advisor. Then on the right side of the page click on the orange bar labeled "Search for courses", on the left side of the page click "VWU-search for sections." You can make a variety of selections on the page that opens. For example- Select



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"Fall Semester 18" in the term dropdown, Select "100-Freshman Level" in the Course Levels dropdown, Select "Sections meeting after 2 pm".