



**VIRGINIA BEACH  
FRIENDS SCHOOL**

*Knowledge. Character. Community.*

## **Course Offerings Upper School 2019-2020**

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 9<sup>th</sup> and 10<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> grade semester-based electives that allow students to pursue their own interests in depth.

### **Course Offerings**

#### **Introduction to Literature and Composition- 9<sup>th</sup> 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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**World Literature and Composition- 10<sup>th</sup> 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.

**American Literature:- 11<sup>th</sup> grade**

**Prerequisite:** Advanced Literature and Composition

This required course is a survey of American Literature ranging from Native American mythology to modern American classics. American Literature builds upon the World Literature and Composition Course through a focus on students acquiring higher level reading, writing, speaking, listening, and language skills. This course focuses on American literature and informational texts in all genres. Expository writing is the focus in American literature, but students will also demonstrate competency in argumentative and narrative writing; furthermore, students will engage in formal research, timed writing (in-class essays), and the writing process.

**Fall- Writing for the Modern Learner-** Students will be immersed in practical academic and professional writing tasks aimed at honing critical writing skills for both college and the workplace. Students will write resumes, cover letters, and perfect email communication and etiquette. Students will work on writing skills necessary for success on both the SAT and ACT. In addition, students will create a blog to simultaneously master elements of media literacy while engaging with their personal passions and interests. This elective course will



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cover MLA style and APA style to ensure students are prepared for college-level writing.

**Fall- Introduction to Journalism-** Journalism is an introductory course that teaches a brief history of journalism, rules and conventions of Associated Press writing, ethical issues related to journalism and the role of journalism in a democratic society. Throughout the year, students read articles of various types and learn the steps to writing and publishing. Students will read a variety of articles, analyze editorial decisions, and respond through various writing tasks. Editing and revision is emphasized with each writing assignment.

**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.

## 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.



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### 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

**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



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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.

### **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**



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### **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 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.

### **Anatomy and Physiology**

**Prerequisite:** Biology

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization; homeostasis; cytology; histology; all body systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Laboratory work includes dissection virtual labs, cat and sheep brain dissections, obtaining blood pressure readings using a sphygmomanometer, and more.

### **Biotech in a Box- Fall**

**Prerequisites:** Open only to 11<sup>th</sup> and 12<sup>th</sup> 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,



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protein electrophoresis, and more. This will be a lab-based elective followed by 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 11<sup>th</sup> and 12<sup>th</sup> 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.

### **Course Offerings**



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### **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**

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





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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.

### **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



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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].

#### **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**



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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 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



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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

#### **FORM**      *Sculpture Course*      *Fall 2019*

Students will learn the fundamentals and techniques of sculpture as they develop the physical ability and the vast vocabulary of tools and materials. World cultures historical value and placement of sculpture will be researched. Focus will be on concept development and the execution of the idea into a final presentation of the total design. Raw mediums of wood, clay, glass and stone will be explored in the creative approach.

#### **ILLUSTRATION & ANIMATION**      *Media Arts Course*      *Fall 2019*

The interpretation for what the artist sees and how that is presented and received by the audience will be the focal point of this course. Students will pursue a subject matter of self-interest to complete a comprehensive analysis in a visual form. A variety of technical art mediums and their integration in mass media: photography, photojournalism, illustration, graphic design, game design, animation, and film techniques will be analyzed throughout the course. Students will develop concepts from themes then refine and execute a completed presentation. Careful editing, arrangement of composition, and strength in word and image will be established in a production ready format.

#### **FINE ART**      *Drawing, Painting, Printmaking, Sculpture Course*      *Spring 2020*

Working from a wide variety of subject matter, students learn to develop fundamental creative skills. Drawing inspiration from life will add depth and dimension to their work. Figure drawing will be from live models, including humans and animals. Students will develop their perceptive drawing skills. Emphasis will be placed on figurative mass and form through gesture drawing and formal composition to the complete work of art. All elements and principles of design will be addressed. This



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course will encompass drawing, painting, printmaking, and sculpture techniques.

### **INTEGRATED ARTS** *Experiential & Industrial Arts Course Spring 2020*

The interpretation of presenting art in an alternative form to received by a broader audience will be the focal point of this course. Students will pursue a subject matter of self-interest to complete a comprehensive analysis in a visual form. Students will learn a responsible use of communication a variety of art techniques and their integration in mass media to captivate one's attention and inspire such as: illustration, animation, graphic & game design, modern technology, film techniques. Developing communication skills in the visual art raises awareness of influence, beliefs and the questioning and engaging the audience in a positive and constructive way through their work.

## **Performing Arts**

### **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.

#### ***Collaborative Performance and Design: Fall or Spring***

*Collaborative Performance and Design* is a flexible chamber ensemble group or consortium that provides students opportunities in independent study, small ensemble and/or flexible



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group performance. Furthermore, this course serves as a creative lab space. Students are strongly encouraged to bring their own instruments, voices, and experience. Musical experience is not necessary but will greatly aid students. Students will be encouraged to perform music of various styles, utilize unique instruments such as steel pan drums, explore creating original music (including music and lyrics), and learn to collaborate with others. Students will explore the deeper philosophical complexities of music and interact with those ideas. The discovery of music technology is encouraged, be it recording, midi, or creative exploration. Students are encouraged to transform personal artistic explorations into creative projects, lectures, independent studies, or performances.

### **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 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



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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!

### **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.

### **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.

If the below courses do not fit into your schedule you may receive .5 PE credits for completing 50 hours of athletic activity with a supervisor who will sign off on these hours. This might be through a local fitness organization like the YMCA or JCC, it could be through a specific activity like at center devoted to a sport like horseback riding, golf, or yoga. The student must submit a letter describing their proposed physical activity, with a signed note from their athletic supervisor stating they may complete these 50 hours at their center and that this person will document their hours.



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**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 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.

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





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### **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 .5 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

## **Religion/Ethics**

As a Friends School, all Upper School students are required to take one .5credit in the field of religion. 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.

### **Course Offerings**

#### **Medical Ethics- Fall**



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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.

### **Elective: Comparative Religion - Spring**

Prerequisite: none

Comparative Religion is intended to introduce students to the academic study of religion. We begin by defining key terms such as religion, spirituality, symbol, myth, and ritual, and by examining how religion plays a role in current events. After this introductory unit, we dive deeply into Buddhism, Christianity, and Islam, studying the history, sacred texts, and practices of each tradition. We pay particular attention to exploring the plurality of traditions within each religion and learning from scholars as well as practitioners about the lived experience of these religions. During the Christianity unit we focus on Quakerism and students engage in a short research project to explore the lives of influential Friends. A culminating research project allows students to closely examine a religious tradition of their choosing while also exploring a topic of interest such as environmental justice in the Pentecostal Church, the role of women in the Catholic Church, or the practice of meditation in Zen Buddhism. This course will enable students to become active, skillful, and ethical participants in dialogue about religion in the classroom, the home, on social media, and in other spaces of the public sphere.



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## Electives

### **Business Development and Leadership- Fall**

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

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/>



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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](http://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 "Fall Semester 19" in the term dropdown, Select "100-Freshman Level" in the Course Levels dropdown, Select "Sections meeting after 2 pm".

Independent Study

Students can also propose an independent study to the Assistant Head of School. This would require the support and oversight of a teaching faculty member as well as an outlined plan of study.