

NORTH YARMOUTH ACADEMY

CURRICULUM GUIDE

2026 - 2027

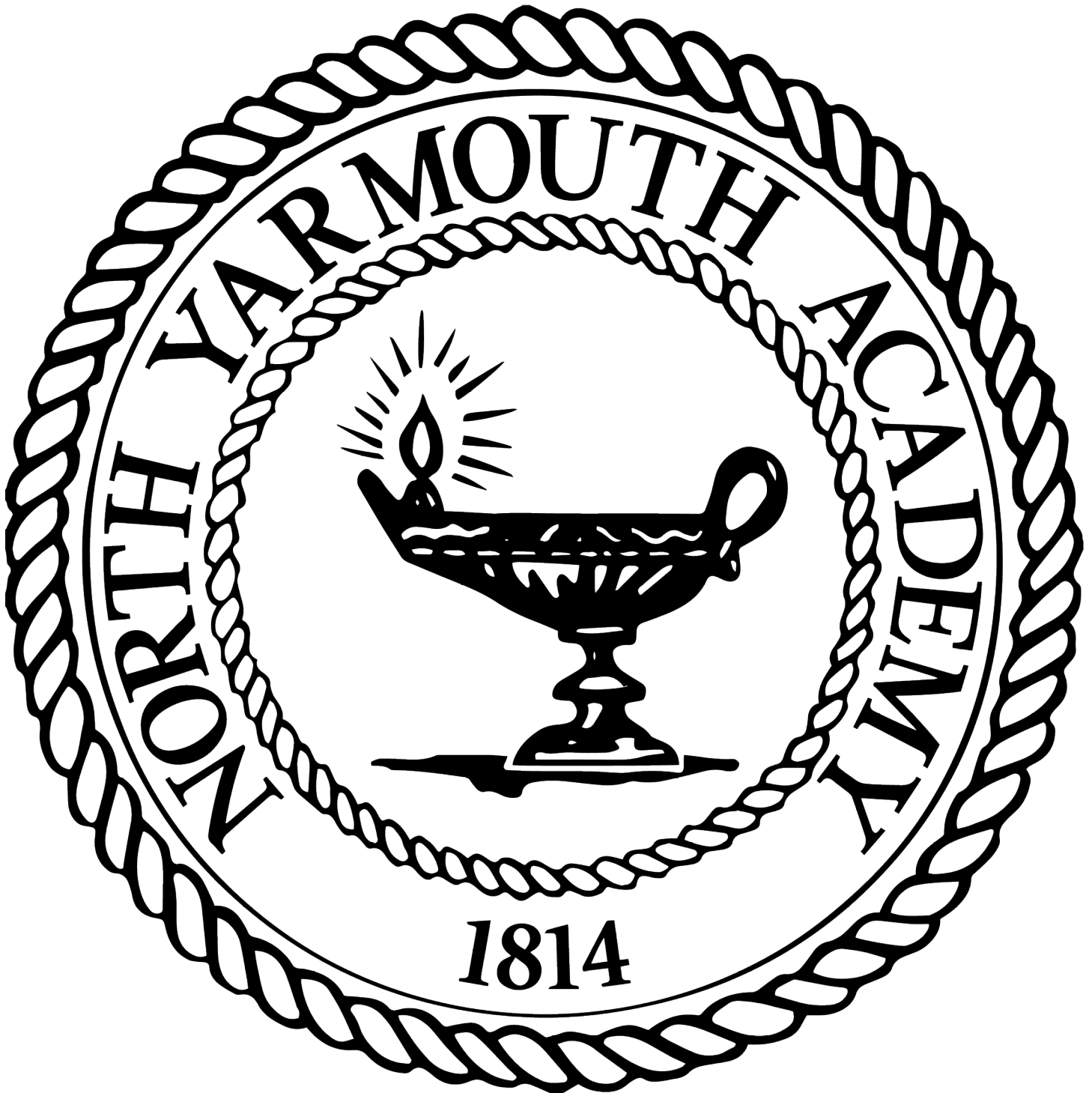


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Graduation Requirements

Students must accumulate nineteen credits in the Upper School to graduate. Additionally, each department has its own graduation requirements. Graduation requirements are as follows:

Department	# Credits Required
Visual & Performing Arts	1 - Students are encouraged to take additional offerings
English	4 - English must be taken every semester
Modern & Classical Languages	3 - Must be consecutive credits in the same language
History	3 - Including Ancient Roots of Civilization and US History
Mathematics	3 - Including Geometry and Algebra II
Science	3 - Including Physics (for 9 th Gr.), Biology, and Chemistry
Elective Choices	2 - Selected throughout high school from any department
Total Credits	19

In addition to the academic curriculum requirements and community service engagement requirements during each year of high school, seniors must also complete a Senior Speech and participate in a Senior Spring Project.

- **Senior Spring Project:** After the conclusion of senior exams in May, students begin a spring project that can focus on community engagement, an internship experience, or an independent project. Seniors work with the class deans to form a plan that meets the requirements to successfully complete the project.
- **Senior Speech:** Seniors are required to present a speech to the North Yarmouth Academy community as a way to demonstrate public speaking skills. The presentation must meet the guidelines set forth by the speech advisors. While students have a choice in the topic, their speech must be appropriate for the audience, including family, faculty, staff, and students.

LOWER SCHOOL Toddler Program

The Toddler Program provides a warm and inviting setting which welcomes our youngest students to the Montessori classroom and supports the physical and cognitive development of each child. Learning is child-directed and focuses on increasing independence and social-emotional development. Circle time encourages and builds a community atmosphere and includes songs and finger play that help support emerging Language and Math skills.

The major areas of the Montessori classroom are represented in the Toddler setting. The materials are slowly introduced to the children in small group lessons and are then available for the children to choose at will. Working with these materials fosters concentration and independence, as well as the development of gross and fine motor skills. The prepared environment is a key component of the Montessori classroom, and the materials are ordered on the shelves from simple to complex and concrete to abstract in a left to right and top to bottom order. This layout is carefully designed to prepare the hand, the eye, and the mind for reading and writing and all other works. New works are introduced throughout the year, providing new and varied learning opportunities for the children.

Practical Life exercises instill care for self, for others, and for the environment. This is a major developmental area in the Toddler Program as children gain confidence in navigating the classroom. These activities serve to enhance muscular coordination, strengthen the pincer grasp, and develop powers of concentration, coordination, independence, and a sense of order. Art is a direct continuation of Practical Life, further developing these skills and allowing for creative expression. Children learn to name and identify colors, sort and match by color, and identify circle, square, triangle, and other shapes.

Sensorial materials are designed to develop cognitive skills as children explore their environment utilizing their various senses. These works also lay the foundation for mathematics through the manipulation of specially designed materials. Mathematical concepts include identifying numerals and rote counting 1 to 10, beginning to count using one to one correspondence, and sorting like objects into groups.



Language learning focuses on spoken language while preparing children for the transition to written language. All areas of the classroom enhance language development, and lessons incorporate vocabulary enrichment, story time, rhyming, and song. In addition, visual discrimination activities prepare the eye for letter recognition. Children learn to follow along at story time, participate in finger play, and experiment with story retelling materials. They also practice matching objects to objects, pictures to pictures, and objects to silhouette.

Science curriculum allows the child to experiment with and observe their natural world. Concepts include the difference between living and non-living, a basic understanding of plants and animals, showing respect for all living things, and developing curiosity in the world around him/her.

The goal of **Music** is for the children to enjoy hearing and participating in musical activities. The children sing a variety of short, repetitive songs. Students may begin by just listening or participating through hand motions or gestures, but soon they begin to sing along. Children also have the opportunity to try different rhythm instruments, including maracas, rhythm sticks, sand blocks, and bells.

In weekly **Spanish** classes, students learn songs that include basic Spanish vocabulary such as greetings and goodbyes, days of the week, parts of the body, and numbers. The children also listen to stories in Spanish to help reinforce these language concepts.

In **Creative Movement**, children learn fundamental locomotor and non-locomotor skills. They develop confidence in walking, running, galloping, and jumping while increasing motor planning abilities. Different obstacle courses throughout the year allow children to improve balance and stimulate both sides of the brain with constant cross-lateral movement. Students also learn to throw, bounce, and kick, to move and dance to specific songs, and to follow directions during these activities.



LOWER SCHOOL Primary Program

The Primary Program welcomes children aged three through five into a nurturing, multi-age Montessori classroom.

During the Great Period, children are free to choose works in the classroom from any of the curriculum areas. The children work at their own pace, and the teacher acts as a guide, with the overarching educational goal to empower rather than instruct. Children learn through exploring and manipulating materials designed to create intrinsic motivation to think, feel, and discover. These activities help lay the foundation for increased abstract thought, all within the context of connecting with other classmates and the world around them.

The Primary classroom and curriculum are divided into seven main areas. The teacher serves as a guide and offers a prepared environment for children to encounter through individual or small group lessons across the curriculum daily. Using observation and record keeping, the teacher chooses appropriate lessons for each child. Over the course of the day, the week, and the year, children experience all areas of the classroom and progress through various lessons with the Montessori materials. The prepared environment is the heart of the Montessori classroom and is set every day with purpose and intention.

Practical Life activities include physical skills, care of self, care of environment, and grace and courtesy. These activities serve to enhance muscular coordination, pincer grasp, and to develop powers of concentration, coordination, independence, and a sense of order, preparing the child for all other classroom works. Children develop skills such as initiating activities, working independently, completing the cycle of activity, caring for the materials responsibly and using them purposefully, and exhibiting problem solving skills.

Sensorial materials are designed to train the hand, the eye, and the mind toward greater power of discrimination. The children work on developing skills of sequencing, grading, and matching by touch, sight, smell, taste, and sound.

Mathematics begins with numeration, one to one correspondence, and quantity to symbol associations. The concepts are introduced by manipulating specifically designed materials. These materials are presented sequentially, moving from simple to complex, from concrete to abstract, and from numeration to decimal system to linear counting to operations

(addition and subtraction). Children develop skills in rote counting, displaying one-to-one correspondence, sequentially ordering numbers, recognizing and naming numerals, writing numerals, and identifying basic shapes, polygons, quadrilaterals, and geometric solids. They are also introduced to the clock and money.

The Montessori classroom introduces Language sequentially, beginning with spoken language. Spoken language in the classroom consists of vocabulary enrichment, story time, and rhyming. Students are then introduced to visual discrimination work designed to develop symbol awareness. Next, children are introduced to phonemic lessons and learn to distinguish beginning sounds of letters while exploring their tactile shape with sandpaper letters and using metal letter insets designed to develop the hand movement needed for making the shape of letters. Children are then prepared to begin reading. Through work with the movable alphabet and phonics games, children begin to sound out words. Through reading work, they begin to understand phonograms, start to gain fluency, and refine comprehension.

In Science, the works are designed to allow the child to experiment with and observe their natural world while helping to build vocabulary and classification skills. Geography gives the child an understanding of the Earth and its physical properties. The curriculum covers land and water elements and then moves into the continents. Each continent is represented in a puzzle map where children can explore and name the continent, oceans, countries, and

provinces. The land and water form trays allow the child to pour water into a form and see the dichotomy between land and water. Having a model to physically hold, trace, and manipulate makes learning about the world both concrete and enjoyable. While studying each geographic region, students learn about the amazing diversity found throughout our world. Each continent is explored through traditions, foods, clothing, structures, and community.

Children in the Primary Program pursue enrichment courses each week including Music, Visual Arts, Spanish, and Creative Movement. These courses take the children out of their classroom space and actively integrate them into the campus.



LOWER SCHOOL Kindergarten Program

The full-day Kindergarten Program continues to incorporate the Montessori philosophy, materials, and content areas combined with more formal group instruction emphasizing a strong foundation in literacy and numeracy skills. The Kindergarten classroom is a carefully prepared and cozy environment incorporating each of the different subject areas. The children begin each day with morning meeting followed by lessons and activities in reading, literacy skills, writing, and mathematics. The afternoons provide time for the Montessori work cycle with guided lessons and self-directed learning allowing children to choose from traditional materials and natural curiosities to drive their learning and pace. The program provides an ideal balance between teacher-directed and child-led learning experiences.

Literacy is a major focus of the Kindergarten Program, beginning with daily lessons, games, and demonstrations on phonological awareness, the alphabet, and phonetics.

Shared Reading is a beloved class activity where the teacher reads and re-reads a book for several days in a row, each time with a different focus or lens. One day, they may work to build comprehension, dissect print concepts, learn author and illustrator tasks, or identify the setting and characters. Another day, they may discover patterns, make predictions, or learn a new reading strategy. The class often finishes up each book study with a small craft or story retelling project such as puppet making.

The concepts gained in Shared Reading translate nicely into **Literacy Center** worktime. These centers provide children

with a balanced literacy diet which includes the four foundational literacy skills: reading, writing, speaking, and listening skills. The centers focus on specific skills or objectives that are achieved through word games, an array of writing activities, listening to books on CD, dramatic play, and independent reading time, and each child typically visits two centers a day. During **Guided Reading**, children work in pairs or small groups towards developing reading strategies and gaining tools to become strong, confident readers. Our literacy specialist joins the kindergarten teacher several periods each week to provide additional individualized instruction at the literacy stations.

Writer's Workshop offers the opportunity for the children to share their own ideas, personal stories, and imaginative tales through drawing and writing. They begin by learning how to draw illustrations that share an idea using many colors, background, and details and then to add words to their illustrations through labeling and/or dictating a sentence to a teacher. As the children's skills grow, they begin to compose their own three page books. The class often closes workshop with a Pair and Share or Author's Chair, where children share their work in pairs or with the whole group.

Mathematics begins with a review of sorting, classifying, and patterning, as well as numeration (numbers 1-10), teen numbers, and forms (2D and 3D shapes), and then progresses to linear counting with numbers 20-100, simple addition and subtraction, money, and clocks. The Montessori manipulatives allow children the unique opportunity to see and feel numbers. Children first use concrete materials to work with mathematical concepts, then extend and move towards abstraction, first by connecting the concrete objects to abstract pictures, diagrams, and models, and then modeling the concepts with symbols on paper.

Kindergarten students have additional instruction in science and culture, incorporating interdisciplinary projects, activities, and games. They partner with older elementary students for weekly Book Buddy visits to practice and share their budding reading skills. The children enjoy extending their learning beyond the classroom, both on campus and on various field trips.



Children in the Kindergarten Program continue with weekly enrichment courses including **Music**, **Visual Arts**, and **Spanish**. **Physical Education** classes continue the strong foundation of skills from Creative Movement, while also including more advanced skill training and basic athletic drills. Classes meet in the Community Room, the gymnasium, and out on the turf and grass fields. Ice skating instruction at NYA's ice arena begins in kindergarten as well.



LOWER SCHOOL Elementary Program

OVERVIEW

The curriculum in the early grades is designed to emphasize social and academic growth, while promoting a sense of community within the classroom and the entire NYA campus. The teacher guides students through an expansive exploration of culture, language, mathematics, and science as well as concepts that shape social learning and understanding. The classroom offers a rich and open learning environment incorporating class meetings; group work; individual, small-group, and full class instruction; and varied learning and discovery centers. Field trips and classroom projects are integrated into the curriculum. The classes are structured to meet the needs of each individual, as the students are given the opportunity to work at their own level and at their own pace.

As students progress through the grades, the program continues to provide a small, nurturing environment which allows students to transition with ease, creates strong connections, and paves the way towards success in the Middle School. The approach is student-centered and incorporates more formalized elements in various subjects. Students are given the opportunity to be self-directed learners through guided discovery. The classroom is organized in a way to foster independence, cooperation, and productivity. Teachers place increasing emphasis on developing fluency in mathematics, reading, and writing. They inspire and support each student to reach her or his potential while embracing a love of learning. Students are provided with multiple exposures and learning

experiences, including numerous field trips and classroom projects. With the guidance of their teachers, students continue to drive their own educational discoveries as they begin to tackle increasingly complex concepts in preparation for their transition to the Middle School.



FIRST GRADE

In English and Language Arts, reading and writing are taught in tandem through an explicit and systematic approach to phonological and phonemic awareness. Students are engaged through multi-sensory instruction, accommodating a wide range of learning styles. With a focus on comprehension, fluency, and vocabulary, students are exposed to meaningful content and grade-level-appropriate texts. Shared reading experiences provide focused instruction time for individuals and groups.

Writing is explored through observations, content knowledge, and imagination as students gain understanding of sentence structure, story elements, and figurative language.

The **Mathematics** curriculum aims to give students a deeper understanding of whole number relationships, place value, and base-ten notation. Increased fluency with addition and subtraction, understanding of linear measurement, and analysis of basic

geometric shapes are a focus of the program. The use of manipulatives allows for concrete understanding of abstract concepts.

Science and Social Studies are integrated into the curriculum. Life, Earth, and Physical Sciences, as well as concepts in geography, culture, and civic responsibility, are explored within the structure of thematic units. Early research skills are modeled and practiced.

SECOND GRADE

In second grade, the **English and Language Arts** curriculum continues to develop skills in reading, writing, listening, and oral expression, while fostering a love of reading and language. As student skills progress, there is increased emphasis on fluency and comprehension. Students begin to read different genres and write frequently in a variety of modes, including poetry.

In **Mathematics**, students build upon the skills developed in first grade and increase fluency with addition and subtraction. Skip counting builds a framework for multiplication facts. Students also strengthen comprehension of money and telling time.

Science and Social Studies are again integrated into the curriculum in thematic units. Units may span a variety of topics including the solar system, weather, states of matter, maps/globes/directions, and community, citizenship, and laws. Research skills are modeled and practiced, and students learn to make meaningful connections to enhance their learning.



THIRD GRADE

In English and Language Arts, the curriculum continues to focus on skills and strategies in reading, writing, speaking, and listening. Cursive writing instruction is also introduced in the third grade. Writing units emphasize mechanics (indenting, capitalization, punctuation), the writing process (planning, revising, editing), and different styles of writing, including descriptive, research, and opinion writing. Students work on word analysis for decoding and context use for word recognition. Through the exploration of a variety of reading materials, students

understand and appreciate language and literature. The main goal is to instill and foster a love of reading!

The **Mathematics** curriculum focuses on skills and strategies in algebraic thinking, numbers and operations in base ten, fractions, measurement, data, and geometry. Particular emphasis is placed on developing a strong foundation with multiplication facts.

Science utilizes a hands-on approach to actively engage students in the discovery

process. Units include topics from Life Science, Earth Science, and Physical Science. Students learn to apply the Scientific Process (Ask, Predict, Plan, Investigate, Record Data).

The **Social Studies** curriculum builds upon students' skills and experiences, allowing students to make meaningful connections and to expand their knowledge. Topics of study may include the New England States, explorers and inventors, and local and national government. Students learn specific vocabulary for each topic studied.

FOURTH GRADE

In English and Language Arts, students read various genres, expanding their love of reading and literature while improving fluency and comprehension. They work on drawing inferences, determining themes, understanding characterization, and comparing points of view. There is increased emphasis on writing mechanics and skills as students further refine their writing abilities. Students increase writing stamina and write for a range of tasks, purposes, and audiences, including opinion pieces, informative text, narratives, and research writing. Students continue with cursive writing and begin to learn typing and keyboarding skills in the computer lab.

Mathematics focuses on skills and strategies in algebraic thinking, numbers and operations in base ten, fractions, measurement, data, and geometry. Students further their grasp of multiplication and division facts. More complex word problems are integrated into the curriculum, further developing the connections between math and daily life.

The **Science** curriculum builds upon the concepts and skills from third grade, with particular emphasis on the Scientific Process and lab skills. Students are also introduced to coding, where they learn the basic concepts and develop foundational skills. In both Science and Social Studies, the curriculum frequently focuses on the state of

Maine, including history, culture, economy, government, land and water features, and native plants and animals. Students also select, plan, and implement a service learning project based on a classroom, school, or community need.



ENRICHMENT

Elementary students further their involvement in enrichment courses. They participate in the Academy's highly regarded Performing Arts program, strengthening performance skills



through continued vocal and instrumental music instruction. Students in first and second grade learn to play the ukulele with basic chords and strumming techniques and sing along as they play. Beginning in grade three, students take part in an introductory Strings course with violins provided by the Academy, expanding their knowledge of notes and beginning to read music while learning bow techniques. Students perform at concerts for parents, grandparents, and families each year. Students also have the opportunity to take part in the Lower School Drama program. Students gain exposure to a variety of materials and experiences in the studio during their biweekly Visual Arts classes. Their works are displayed throughout the Lower School as well as at the annual Lower School Celebration

of the Arts. They have instruction in Spanish language and culture twice each week, building a foundation and vocabulary base. They also begin a weekly Science enrichment course which provides hands-on learning and exploration of fundamental concepts in science. Physical Education classes take place in the gym, on the turf and grass fields, and in NYA's Travis Roy Ice Arena, providing opportunities for personal growth, good sportsmanship, achievement, and teamwork. After school opportunities have included Lower School Drama Club, Mad Science of Maine, gardening and sewing clubs, dance classes, and Girls on the Run.

MIDDLE SCHOOL Fifth Grade Program

Fifth grade is a natural transition point as students begin to move from childhood to early adolescence. In a safe and nurturing classroom environment, students receive the benefit of whole class instruction and also have opportunities to interact with students in grades six through eight. The fifth grade curriculum is carefully aligned to ensure that students master the knowledge and skills essential to coursework in successive grades. Throughout the year, field trips are integrated with ongoing work in academic subjects. Classroom discussions and special projects encourage students to think critically, work collaboratively, and communicate effectively. Teachers provide guidance and support, while encouraging independence.

Students begin their studies with an introduction to the school's core values: respect, trust, community, integrity, character, and intellect. Throughout the year, experiential education initiatives foster team-building and mutual respect among students, as well as individual confidence, self-discipline, and leadership skills. The classroom teachers serve as the advisors and the groups meet for Advisory time twice each week, allowing for directed discussion, team-building, games, social and emotional learning activities, and periodic "advisory challenges."

The fifth grade **English** program emphasizes the development of skills in reading, writing, grammar, and oral expression. Every day, students read a poem aloud and share their reflections with their classmates. These poems are kept and treasured in their poetry notebooks. Throughout the course of the year, students add their own personal favorites as well as ones they have written in class. Reading is an integral part of every day with assigned class readings, independent reading choices, and a monthly book chosen based on a different genre. Monthly book projects are compiled in a class directory of book reviews that serve as a resource for students looking for their next read. Grammar and the mechanics of writing are woven into daily lessons to build a foundation for the many different kinds of writing pieces students will work on throughout the year. Spelling and weekly vocabulary studies focus on words from current class topics as well as words chosen by each student based on their own needs.



Concepts in geography, culture, economics, government, and civic responsibility are key components of the fifth grade social studies curriculum. As part of Social Studies, students study North American geography, history, and culture, with a focus on indigenous people. Projects develop critical research skills, presentation skills, and increase student engagement.

In **Math 5**, students gain a deeper understanding of mathematical principles and arithmetic operations and apply these to fractions and decimals, formulas and measurements, and positive and negative numbers. Word problems, geometry, and data analysis strengthen problem solving and reasoning skills.

As part of the **Science** curriculum, fifth graders utilize the scientific method and investigate ecosystems, classification of living things, simple machines, astronomy, and weather. Nature journals, field trips, and experiments provide hands-on lab experiences that make science visual, enlightening, and exciting. Curiosity is sparked by learning about how things work. STEM-based interdisciplinary units take place weekly throughout the year providing students with the opportunity to expand their understanding and work cooperatively with classmates while incorporating writing and speaking skills.

In **Spanish** classes, students learn basic vocabulary and grammatical structures that support the development of receptive (listening and speaking) and productive (reading and writing) language skills. Using varied resources and activities, students gain a greater understanding of different Spanish-speaking cultures while developing introductory Spanish language skills.

Physical Education classes emphasize teamwork, build strength and skills, and introduce students to different sports. Classes meet three times a week in the gym, on the turf and grass fields, and in NYA's Travis Roy Ice Arena, providing opportunities for personal growth, achievement, and good sportsmanship.

Fifth grade students have the opportunity to become fully immersed in the performing arts with daily classes. **Chorus** includes the study and practice of the voice as an instrument and an introduction to music theory. **Instrumental Music** includes both strings and band. Students learn about the instrument families of the orchestra, and have the opportunity to try out members of the woodwind, brass, string, and percussion families. They then engage in more in-depth study and gain basic proficiency on both the violin and their selected woodwind or brass instrument throughout the year. In **Theater Arts**, students work together to produce



an engaging year-end production which includes singing, acting, and choreography. In addition to the culminating Fifth Grade Arts Night, there are several music performances each year. Students may also be nominated to participate in the District II Elementary Instrumental, District II Elementary Vocal, and Elementary All-State Chorus Festivals.

Visual Art is designed to introduce students to a variety of materials and experiences in the studio. Classes meet twice each week, and projects have included ceramic reliefs, impression prints, collages, watercolor paintings, and partner-portraits. Using the elements of art and the principles of design, the emphasis is on process, not product.

In the fall semester, fifth grade students take a short **keyboarding** class to strengthen typing techniques and learn more about various computer skills including printing, saving, manipulating text, utilizing graphs and text boxes, and email etiquette. In the spring, fifth grade students sign up for weekly **X-Block Enrichment Courses**, allowing them to enhance their program through additional coursework with a variety of students and teachers. Options have included Ukulele, Knitting, Capture the Flag, Civil Rights Team, Build an Underwater Robot, Short Film-making, Four Square, Chess, and much more. Students also have the opportunity to connect with their Middle School peers through Student Community Council and Civil

Rights Team. Interested students may join our **Student Community Council**, which takes the lead in putting together Thanksgiving Baskets, coordinating our Holiday Families program, organizing the fall and spring dances, planning Middle School Pizza and Fun, and sponsoring additional service projects throughout the year.

Civil Rights Team is open to all students and meets during periodic break and lunch periods. This group undertakes projects to engage our school community in

thinking and talking about issues related to race and skin color, national origin, religion, disabilities, gender identity, social class, and sexual orientation in order to help make NYA a better place. All Middle School students take part in NYA's **CivilTea** program which encourages civil dialogue around challenging

topics. Students are divided into combined fifth/sixth and seventh/eighth grade groups with both a student and faculty facilitator. Facilitators begin the sessions by reviewing the goals of CivilTea and the guidelines for engaging actively and supportively in civil discourse. In these conversations, students learn the difference between debate and dialogue, and they practice integral skills of active listening, keeping an open mind, and learning from others. Students in all grades have the opportunity to become a CivilTea facilitator and help choose the topics and develop the guiding questions, in addition to facilitating the session alongside a teacher and peer facilitators.

The fifth grade program is designed to support the development of the whole child. Academic, artistic, and athletic components are interwoven with service, character, and community. As a culminating event, the fifth grade class experiences an overnight on the Schooner Stephen Taber out of Rockland, bringing many of their studies to life. At the conclusion of the fifth grade program, students are equipped with the academic and social skills necessary for continued growth and success in their education at NYA.



MIDDLE SCHOOL Sixth Grade Program

Sixth grade begins with a week-long orientation familiarizing students with the campus, routines, and core values of NYA and includes an overnight camping trip incorporating s'mores around the campfire, team-building, and practical camping activities. To help build a cohesive sixth grade class, students are in advisory groups with other sixth grade students, and teachers from the sixth grade teaching team serve as advisors. Advisory meets twice each week, allowing for directed discussion, team-building, games, social and emotional learning activities, and periodic "advisory challenges."

The sixth grade **English** curriculum focuses on helping students to solidify their understanding of grammar and spelling concepts and apply them to their writing. Students produce a range of assignments from creative writing to informational writing, with an emphasis on paragraphing skills. Writing exercises and assigned reading often link to what students are learning in other classes, allowing students to integrate skills learned in English class across academic areas. Spelling words are taken from throughout the sixth grade curriculum and incorporate many Latin roots, while vocabulary units focus on contextual clues, synonyms and antonyms, and analogies. Students are encouraged to incorporate their spelling and vocabulary words into their own writing. In addition to assigned class texts, students are required to read independently throughout the year. Students choose their own books from lists that include Maine Student Book Award books, books from specific genres, and books that connect with other disciplines, such as science and geography.

By the end of sixth grade **Geography**, students are able to label 160 countries on a world map. Moving past mere memorization, students explore the continents, their countries, and various cultures with the help of many hands-on activities. Each year, the course features an interdisciplinary study of a different area of the globe culminating in a Geography Expo with food, demonstrations, and presentations for parents and classmates incorporating different types of technology and media. In addition, students engage in ongoing discussions of current events from around the world to see the relevance of the geography to understanding the world around them.

Math 6 stresses increased problem-solving strategies and accurate computational skills with a focus on learning how to approach and solve word problems. In addition to a thorough review of basic arithmetic operations and concepts, topics covered include: whole numbers, decimals, fractions, integers, percentages, place value, ratios and proportions, mathematical properties and how they relate to our real number system, the metric system, GCF and LCM, prime numbers, exponents, squares and square



roots, solving one and two step equations and inequalities, and the coordinate plane. Principles of geometry covered include the formulas and applications of perimeter, area, volume and surface area. Successful completion of this course leads directly to Pre-Algebra. Qualified sixth grade students may enroll in Pre-Algebra with permission of the department.

The sixth grade **Science** course explores some of the major divisions in science including chemistry, physics, and biology. Topics of study include density, states of matter, elements, forces, laws of motion, cell functions, genetics, and adaptations. Learning the skills of science is emphasized, including the metric system, scientific method, lab skills, and science writing. Fieldwork and hands-on activities are an integral part of this course. The class is structured to provide

opportunities for students to improve their ability to explain, reason, communicate scientific information, raise questions, plan and conduct inquiries, evaluate experimental results, apply problem-solving skills, and present their findings to others.

In biweekly **Spanish** classes, students continue to build basic vocabulary and grammatical structures to support the development of receptive (listening and speaking) and productive (reading and writing) language

skills. Using varied resources and activities, students gain a greater understanding of different Spanish-speaking cultures while developing introductory Spanish language skills.

Visual Art classes meet twice each week. Sixth grade students continue to build on what they have learned in the fifth grade by delving deeper into the elements of art and learning some of the principles of design. Projects have included flipbooks, layered landscape drawings, self-portraits, papier maché monsters, and stencil making.

Beginning in grade six, students have three options in **Music** – Chorus, Orchestra, and Band, and students may take one, two, or all three courses. Chorus includes the study of basic music theory and vocal performance techniques based on the National Music Education Standards. Students apply

their knowledge as they sing a variety of compositional and cultural styles. Students who have played an instrument for a minimum of one year are welcome to join the band or orchestra. In Band, students work on instrumental techniques as they learn to play popular, jazz, and classical compositions in a large-group format. They review basic music theory and terms such as harmony, rhythm, intonation, and balance. Small group sectionals meet outside of the class period for more individualized instruction. Orchestra plays a variety of music that is chosen to suit the instrumentation and varying levels of development. Instrumental music students are encouraged to continue their private lessons. Music classes meet twice per week and performances are scheduled four times per year.



Study Skills is an integral component of the sixth grade curriculum addressing basic organizational and strategic learning needs for sixth grade students. Students learn about the consistent and effective use of the agenda book, active listening skills, planning and prioritizing, strategies for keeping track of belongings, goal-setting, note-taking strategies, reading a text versus reading a novel, memorization techniques, and organization strategies at home and at school.

Study Skills is taught by a learning strategist and academic coach and meets weekly throughout the school year.

Life Skills focuses on issues related to Middle School Students while fostering a sense of community among peers. In this course, sixth grade students engage in activities and discussions that are experiential in nature and focused on character education. Some topics include self-identity, friendships, respecting differences, peer pressure, problem solving, and building trust. This yearlong course meets once per week.

X-Block Enrichment Courses take place weekly for students in grades six through eight (and for fifth grade students in the spring semester). Students sign up for different offerings throughout the school year, allowing them to enhance their program through additional coursework with a variety of students and teachers. Options have included Ukulele, Knitting, Capture the Flag, Civil Rights Team, Build an Underwater Robot, Short Film-making, Four Square, Chess, and much more. Students also have the opportunity to participate in Student Community Council, and Civil Rights Team. Interested students may join our **Student Community Council**, which takes the lead in putting together Thanksgiving Baskets, coordinating our Holiday Families program, organizing the fall and spring dances, planning Middle School Pizza and Fun, and sponsoring additional service projects throughout the year. **Civil Rights Team** is open to all students and meets during periodic break and lunch periods. This group undertakes projects to engage our school community in thinking and talking about issues related to race and skin color, national origin, religion, disabilities, gender identity, social class, and sexual orientation in order to help make NYA a better place. All Middle School students take part in NYA's **CivilTea** program which encourages civil dialogue around challenging topics. Students are divided into combined fifth/sixth and seventh/eighth grade groups with both a student and faculty facilitator. Facilitators begin the sessions by reviewing the goals of CivilTea and the guidelines for engaging actively and supportively in civil discourse. In these conversations, students learn the difference between debate and

dialogue, and they practice integral skills of active listening, keeping an open mind, and learning from others. Students in all grades have the opportunity to become a CivilTea facilitator and help choose the topics and develop the guiding questions, in addition to facilitating the session alongside a teacher and peer facilitators.

In the sixth grade, students begin the after school athletic and extra-curricular program. Afternoon activities begin at the end of the academic day. Students select from a range of individual and team sports that promote skill building, fitness, teamwork, and good sportsmanship. In the winter season, students may also choose to participate in Middle School Robotics or the Middle & Upper School musical theater production.



MIDDLE SCHOOL Seventh Grade Program

In the seventh grade, students experience greater independence as they navigate a schedule with different teachers for each of their courses. Many teachers teach multiple courses in multiple grades, however, assuring a certain degree of continuity and familiarity for the students. Advisory groups combine seventh and eighth grade students and students generally stay with the same advisor for two years. **Advisory** meets twice each week, allowing for directed discussion, team-building, games, social and emotional learning activities, and periodic “advisory challenges”. In the early fall, the class has an overnight at The Leadership School at Camp Kieve where they experience ropes courses, indoor climbing, and group challenge activities.

Seventh grade **English** is a yearlong investigation into the world around us through literature and composition. The reading program encourages students to explore personal and societal connections to the assigned texts. Through their class readings, students study how others approach internal and external issues and conflicts. Students reflect on what they’ve learned through journaling, class discussions, presentations, literature circles, and other writing assignments and projects. Seventh grade is also when students are introduced to the world of Shakespeare, initially by studying the Elizabethan era and Shakespeare’s biography, and then by reading their first full play. Students participate in “readers’ theater” and dramatize various scenes, thus enriching their understanding of Shakespeare’s plots, characters, and themes. Independent reading is stressed throughout the year, with ample class time devoted to reading, discussing, and writing about books of choice. Students also participate in weekly lessons in vocabulary, grammar, and usage to improve written communication, emphasizing sentence writing strategies and parts of sentence.

Seventh grade Civics, Government, and Economics supports students in becoming active and responsible citizens. Fundamental skills include primary source analysis, supporting an argument with evidence, and civil discourse. Students will study various governmental systems with a focus on the United States government. During the second half of the year, students gain an understanding of early United States history and economics, as well as personal

finance. Many seventh-grade topics serve as a foundation for eighth grade American History. Our curriculum emphasizes active engagement as citizens in our democracy, learning from the past to improve the future, understanding multiple perspectives, and critical thinking. Over the course of the year, students participate in a variety of class activities, including simulations, presentations, debates, projects, and writing assignments. In June of alternating years, students have the opportunity to travel with the school to Washington, D.C.

Pre-Algebra includes a review of integers, rational and irrational numbers, percentages, and formative geometry while consistently emphasizing problem-solving skills. Students also study multi-step equation solving, graphing linear equations, inequalities, polynomials, selected non-linear functions, and the Pythagorean Theorem. Successful completion of this course leads directly to either Introduction to Algebra or Algebra I. Qualified seventh grade students may enroll in Algebra I with permission of the department.

In **Earth Science**, students learn that the Earth is a set of closely linked systems. Topics of study include the Royal River water quality, coral reef monitoring, ecosystem interactions, climate change, Earth/sun/moon interactions, plate tectonics, and seafloor spreading. A strong emphasis on environmental science, conservation, and advocacy helps students relate Earth science to themselves and the community. Students learn how to conduct fieldwork and relate what they are learning to a target audience. Lab investigations and hands-on fieldwork activities are an integral part of this course. The class is structured to provide opportunities for students to improve their ability to explain, reason, communicate scientific information, raise questions, plan and conduct inquiries, evaluate experimental results, apply problem-solving skills, and present their findings to others.

Beginning in seventh grade, students choose to study **French**, **Spanish**, or **Latin** and follow a two-year sequence to complete level I of the language. Middle School language classes emphasize active learning with activities and assessments tailored to the needs of students at this age level, at a pace which allows students to best utilize extensive repetition and practice in working towards mastery. In French

and Spanish, students develop receptive (listening, reading) and productive (speaking, writing) skills, as well as gain insight into various cultures through classroom activities and exercises that emphasize proficiency. Mastering a wide vocabulary base and developing an understanding of the basic grammatical structures are emphasized through study of thematic units. In Latin, the emphasis is on gaining familiarity with the language, mastering a wide vocabulary base, and developing an understanding of the basic



grammatical structures. The students use *Ecce Romani*, a modern reading-based text, for translation. This work is supplemented with cultural units on classical Rome.

Visual Art courses meets twice each week. Seventh grade students continue to master the elements of art and principles of design while working with a variety of materials and techniques. In past projects, students have learned how to apply a ceramic surface treatment called sgraffito, make stop-action animations, print a series of multi-colored prints, and create one and two point perspective drawings.

Students in grades seven and eight have three options in **Music** – Chorus, Orchestra, and/or Band. Chorus includes the study of basic music theory and vocal performance techniques based on the National Music Education Standards. Students apply their knowledge as they sing a variety of compositional and cultural styles. Students may opt to participate in smaller groups and



audition for the District II Vocal Festival. Students who have played an instrument for a minimum of one year are welcome to join the band or string ensemble. In Band, students work on instrumental techniques as they learn to play popular, jazz, and classical compositions in a large-group format. They review basic music theory and terms such as harmony, rhythm, intonation, and balance. Small group sectionals meet outside of the class period for more individualized instruction. Orchestra plays a variety of music that is chosen to suit the instrumentation and varying levels of development. Instrumental music students are encouraged to continue their private lessons and may audition for District II Festivals. Music classes meet twice per week and performances are scheduled four times per year.

X-Block Enrichment Courses take place weekly for students in grades six through eight (and for fifth grade students in the spring semester). Students sign up for different offerings throughout the school year, allowing them to enhance their academic program through additional coursework with a variety of students and teachers. Options have included Robotics, Design Your Own Canvas Shoes, Debate, Futsal, Ukulele, Flag Football, Academic Quiz Bowl, and much more.

Students also have the opportunity to participate in Student Community Council and Civil Rights Team. Interested students may join our **Student Community Council**, which takes the lead in putting together Thanksgiving Baskets, coordinating our Holiday Families program, organizing the fall and spring dances, planning Middle School Pizza and Fun, and sponsoring additional service projects throughout the year. **Civil Rights Team** is open to all students and meets during periodic break and lunch periods. This group undertakes projects to engage our school community in thinking and talking about issues related to race and skin color, national origin, religion, disabilities, gender identity, social class, and sexual orientation in order to help make NYA a better place. NYA's **Middle School Gender-Sexuality Alliance** (GSA) is open to students in grades seven and eight. This club meets weekly at lunch and provides the opportunity for student discussion, learning, and sharing of ideas related to supporting all students regardless of gender or sexual identity. All Middle School students take part in NYA's **CivilTea** program which encourages civil dialogue around challenging topics. Students are divided into combined fifth/sixth and seventh/eighth grade groups with both a student and faculty facilitator. Facilitators

begin the sessions by reviewing the goals of CivilTea and the guidelines for engaging actively and supportively in civil discourse. In these conversations, students learn the difference between debate and dialogue, and they practice integral skills of active listening, keeping an open mind, and learning from others. Students in all grades have the opportunity to become a CivilTea facilitator and help choose the topics and develop the guiding questions, in addition to facilitating the session alongside a teacher and peer facilitators.

Seventh grade students participate in the after school athletic and extra-curricular program at the end of the academic day. Students select from a range of individual and team sports that promote skill building, fitness, teamwork, and good sportsmanship. Seventh grade students play a pivotal role on our multi-age teams. In the winter season, students may also choose to participate in Middle School Robotics or the Middle & Upper School musical theater production.

MIDDLE SCHOOL Eighth Grade Program

Eighth grade students assume the benefits and the responsibilities of being leaders and role models in the Middle School. Students enjoy increased independence throughout the year including eighth grade privileges during the final weeks of school. Eighth grade students remain with their same advisor in a combined group of seventh and eighth grade students. **Advisory** meets twice each week, allowing for directed discussion, team-building, games, social and emotional learning activities, and periodic “advisory challenges.” In the early Fall, the class has an overnight with Rippleffect on Cow Island where they experience ropes course initiatives, sea kayaking and zip line adventures, service learning opportunities, and group challenge activities.

In the eighth grade **English** course, students read a variety of texts, crafting literary interpretations and relating these to the world around them. Students practice foundational writing skills and begin to write longer expository essays, employing topics from their reading as well as from experience. They learn how to explore and argue important issues in literature and the real world, which provides them with opportunities to synthesize ideas and to speak with, and in front of, larger groups. Throughout the year, students practice research techniques in both smaller assignments and larger projects, culminating in a capstone interdisciplinary research presentation with the Human Biology course. Eighth grade students also study one of the major works of Shakespeare.

Eighth grade American History is grounded in the fundamental skills of primary source analysis, writing, note taking, research, and speaking. In this course, students study the causes of the Civil War through the Civil Rights Movement. Themes to be examined include the role of citizens a democracy, social and political change, segregation and discrimination, and domestic and international conflict. Our curriculum will emphasize learning from the past to improve the future, understanding multiple perspectives, and critical thinking. Over the course of the year, students participate in a variety of class activities, including simulations, debates, presentations, projects, and writing assignments. In June of alternating years, students have the opportunity to travel with the school to Washington, D.C.

The math options for eighth grade students include **Introduction to Algebra**, **Algebra I**, or **Geometry**. Introduction to Algebra is designed to introduce students to an initial study of algebraic concepts with a focus on operations with signed numbers, the fundamental axioms and properties of number theory and algebra, the language of algebra, equation solving, graphing linear equations, inequalities, ratios, proportions, percents, rational and irrational numbers,



square roots, and measurement. Students also study functions and relations, two and three dimensional geometry, and manipulation of polynomials and powers. Successful completion of this course leads directly to Algebra I.

Algebra I includes the study of positive and negative numbers, the fundamental axioms and properties of algebra, linear equations and inequalities, formulas, problem-solving using equations, operations with polynomials, quadratic equations and factoring, systems of linear equations, properties of exponents, and radical algebraic expressions. Additional topics may include rational algebraic expressions and function terminology.

The **Geometry** course challenges students to think logically. Topics include congruent triangles, parallel and perpendicular lines, polygons, similarity, the Pythagorean Theorem, right triangle trigonometry, circles and arcs, area, and volume. Additional topics may include transformational and coordinate geometry. Geometric proofs are an integral part of this course. Ample opportunity is provided for students to apply and maintain algebraic skills.

Human Biology and Related Chemistry covers the basics of human biology in a modern context by showing that our health depends on well-functioning organ systems, which are in turn dependent on a healthy social, psychological, and physical environment. Special attention is given to the major systems of the human body, including the parts, functions, diseases, and disorders. Students also acquire knowledge of basic chemistry and the importance chemical reactions play in maintaining a healthy body. Learning is enhanced through the use of anatomical charts, handouts, laboratory activities (including dissections), discussions, and lectures. In addition to writing lab reports, students also learn and reinforce content by

completing technology-based projects done both individually and within groups and by participating in blog discussions facilitated by internet articles and research.

In eighth grade, students continue with their study of **French, Spanish, or Latin**. Middle School language classes emphasize active learning with activities and assessments tailored to the needs of students at this age level, at a pace that allows students to best utilize extensive repetition and practice in working towards mastery. In French and Spanish, students develop receptive (listening, reading) and productive (speaking, writing) skills, as well as gain insight into various cultures through classroom activities and exercises that emphasize proficiency. Mastering a wide vocabulary base and developing an understanding of the basic grammatical structures are emphasized through study of thematic units. In Latin, the emphasis is on gaining familiarity with the language, mastering a wide vocabulary base, and developing an understanding of the basic grammatical structures. The students use *Ecce Romani*, a modern reading-based text, for translation. This work is supplemented with cultural units on classical Rome. Upon successful completion of the two-year language sequence, students may opt to enter level II in the Upper School.

In eighth grade **Visual Art**, students continue to master the elements of art and principles of design, while learning how to discuss the art they are creating. Classes meet twice each week. Past projects have included a charcoal self-portrait, watercolor landscape painting, a series of life drawings, and a unit on paint mixing. Students also undertake an individual or small group capstone project of their choosing at the end of the eighth grade year.

Students in grades seven and eight have three options in **Music** – Chorus, Orchestra, and/or Band. Chorus includes the study of basic music theory and vocal performance techniques based on the National Music Education Standards. Students apply their knowledge as they sing a variety of compositional and cultural styles. Students may opt to participate in smaller groups and audition for the District II Vocal Festival. Students who have played an instrument for a minimum of one year are welcome to join the band or string ensemble. In Band,

students work on instrumental techniques as they learn to play popular, jazz, and classical compositions in a large-group format. They review basic music theory and terms such as harmony, rhythm, intonation, and balance. Small group sectionals meet outside of the class period for more individualized instruction. Orchestra plays a variety of music that is chosen to suit the instrumentation and varying levels of development. Instrumental music students are encouraged to continue their private lessons and may audition for District II Festivals. Music classes meet twice per week and performances are scheduled four times per year.

X-Block Enrichment Courses takes place weekly for students in grades six through eight (and for fifth grade students in the spring semester). Students sign up for different offerings throughout the school year, allowing them to enhance their academic program through additional coursework with a variety of students and teachers. Options have included Robotics, Forensics, Debate, Climbing Wall, Short Film-making, Ultimate Frisbee, Programming with Arduino, Academic Quiz Bowl, and much more.

Eighth grade students have the opportunity to participate in Student Community Council and frequently help to spearhead initiatives. **Student Community Council** is open to all students and meets during periodic break and lunch periods. This group takes the lead in putting together Thanksgiving Baskets, coordinating our Holiday Families program, organizing the fall and spring dances, planning Middle School Pizza and Fun, and sponsoring additional service projects throughout the year. NYA's Middle School **Gender-Sexuality Alliance (GSA)** is open to students in grades seven and eight. This club meets weekly at lunch and provides the opportunity for student discussion, learning, and sharing of ideas related to supporting all students regardless of gender or sexual identity. All Middle School students take part in NYA's **CivilTea** program which encourages civil dialogue around challenging topics. Students are divided into combined fifth/sixth and seventh/eighth grade groups with both a student and faculty facilitator. Facilitators begin the sessions by reviewing the goals of CivilTea and the guidelines for engaging actively and supportively in civil discourse. In these conversations, students learn the

difference between debate and dialogue, and they practice integral skills of active listening, keeping an open mind, and learning from others. Students in all grades have the opportunity to become a CivilTea facilitator and help choose the topics and develop the guiding questions, in addition to facilitating the session alongside a teacher and peer facilitators. In eighth grade, students continue to participate in the after school athletic and extra-curricular program at the end of the academic day. Students select from a range of individual and team sports that promote skill building, fitness, teamwork, and good sportsmanship. In the winter season, students may also choose to participate in Middle School Robotics or the Middle & Upper School musical theater production.

At Middle School Recognition Evening, eighth grade students are recognized for their accomplishments throughout Middle School. By the end of their Middle School program, students have developed critical thinking, speaking, and writing skills and are comfortable asking questions, seeking assistance, and self-advocating. Having gained academic, organizational, social, and leadership skills, students are thoroughly prepared for the expectations and challenges in the Upper School.



UPPER SCHOOL English Courses

ENGLISH I Ninth Grade

Ninth grade English is an introduction to composition and literature at the high school level. During the year, students engage with and respond to different literary genres in depth, including short stories, poems, novels, and essays. Exploring multiple texts concurrently that deal with the same thematic concepts is key to developing comprehension and analysis skills. There is also a free-reading element of the class that allows students to explore their own interests and other genres of literature. Students are expected to demonstrate their learning through a variety of assessments. While analytical and expository writing are the central form of assessment, students work on research methods and formal presentations, while developing their speaking and listening skills. Regular vocabulary and grammar assessments are also included in the ninth grade curriculum. Balancing these more formal methods of assessment are non-traditional assignments that allow students to explore their imagination and creativity, which are essential components of the English classroom. Overall, the ninth grade English experience is meant to be a foundational course that exposes students to new ideas, cultures, and perspectives while cultivating creativity and a love of learning.

Required of all ninth grade students

ENGLISH II Tenth Grade

Tenth grade English is a multi-genre literature and composition course designed to broaden students' reading experience to include literature from across countries and cultures. Through critical reading, discussion, and writing, students explore various cultural practices and beliefs, while examining their own. Themes discussed include the tensions between the individual and society, assumptions about class and gender, and the relative value placed on reason and imagination. Works that students may read include Trevor Noah's *Born a Crime*, Marjane Satrapi's *Persepolis*, Julia Alvarez's *How the Garcia Girls Lost Their Accents*, Dai Sijie's *Balzac and the Chinese Mistress*, Oscar Wilde's

The Importance of Being Earnest, and a wide range of poetry and short fiction. The writing curriculum offers students exposure to a range of writing challenges: critical essays, poetry, personal narrative, satire, stylistic imitations, editorials, and research-based analysis. Students also work to develop their public speaking skills through class presentations and debate.

Required of all tenth grade students

ENGLISH III Eleventh Grade

In this course, students read a range of literary works, learn advanced vocabulary and rhetorical devices, and write formal essays and personal narratives in order to fine tune the writing and reading skills developed in ninth and tenth grade English courses. Writing assignments are varied in length and format, including short in-class exercises, online discussions, and longer single-draft and multi-draft compositions. Students study how authors create effective prose and learn to write reasoned interpretations of literary works. Students also write personal narratives, following the models of authors that they have read. Class readings often go beyond the assigned contemporary and classic texts, and include short prose and poetry, followed by brief analysis and discussion. The course helps students build vocabulary, grammatical, and rhetorical skills. English III encourages students to develop their own voice in writing and discussion, and thus prepares them for the higher-level reading, writing, and thinking required in senior year, college, and beyond.

Required of all eleventh grade students not taking AP® Language and Composition

ADVANCED PLACEMENT® ENGLISH LANGUAGE AND COMPOSITION Eleventh Grade

AP® English Language and Composition is the equivalent of an introductory college composition course, with a focus on rhetorical analysis and argumentation. Through a variety of written assignments, readings, and discussion topics, the course

prepares students for the challenging AP Language and Composition exam given in May. In the first semester, students learn how to analyze an author's use of rhetorical techniques, as well as how to write and think creatively about language. During one unit, for example, students study great speeches from throughout history, ranging from Pericles' Peloponnesian War funeral oration to Martin Luther King's "I Have a Dream," and also have a chance to write and present speeches of their own. As the year progresses, students focus increasingly on how to craft a persuasive argument, supporting their opinions with primary and secondary source material as well as personal observations and experience. Writing assignments in the course are frequent and often complex, and readings consist primarily of non-fiction essays, speeches, and articles, supplemented by independent, outside reading choices. Additionally, a healthy knowledge of current events is encouraged in students and fostered throughout the year through regular discussions of topical issues that invite dialogue and debate.

Departmental recommendation required

ENGLISH IV Twelfth Grade

This course prepares students for reading and writing at the college level. Through the assigned texts, English IV challenges students to investigate the world around them and explore their place in it. In the first semester, students study the concepts of legacy and worldview through the summer reading books as well as several personal writing assignments. Other texts, including George Orwell's *1984*, Art Spiegelman's graphic novel *Maus*, and Aravind Adiga's *White Tiger*, focus on how the individual copes when faced with adversity in an often flawed society. Writing assignments cover a range of styles, from personal essays to literary analysis, with an eye towards helping students to identify areas of relative strength and weakness in their own work and to take greater ownership of their writing. Students finish the year with a major writing project, most of which is completed independently. Over the course of this project, students conduct research and practice interview skills before recording an interview with a subject, typically an older

family member, friend, or acquaintance who has been an influence in the student's life. The students then write an extensive paper that combines elements of research, narration, and reflection to tell their subject's life story and explore how another person's experiences may connect with one's own life. The resulting paper, a senior "thesis" of sorts, demonstrates a student's mastery of the research and composition skills needed for success in college.

Required of all twelfth grade students not taking AP® Literature and Composition

ADVANCED PLACEMENT® ENGLISH LITERATURE AND COMPOSITION Twelfth Grade

AP® Literature is for the student who has already demonstrated a strong interest in and aptitude for reading and writing about literature. The course is the equivalent of an introductory college course in the literary analysis of poetry, drama, and prose fiction, and it is designed to prepare students for the AP® Literature and Composition examination in May. Students begin the year by exploring the dystopian themes of their summer reading novels, followed by an in-depth study of past and contemporary short fiction. In tandem with the reading, students continue to sharpen their close reading skills and refine their understanding of style with a series of prose imitations and short analytical responses. Over the course of the year, students also read and analyze poems from a variety of eras and in a wide range of styles. Short exercises in recognizing key poetic elements, such as tone, point of view, structure, and imagery, prepare students for an original study of a contemporary poet. In the second half of the course, as students prepare for the AP® exam, they also write a longer, final paper that requires them to explore a literary topic in depth. Major texts studied include such works as *Salvage the Bones* by Jesmyn Ward, *A Raisin in the Sun* by Lorraine Hansberry, *The Tempest* by William Shakespeare, *Frankenstein* by Mary Shelley, and *The Handmaid's Tale* by Margaret Atwood. Students also are expected to read a wide range of free choice novels from various time periods in order to expand the breadth and depth of their reading.

Departmental recommendation required

CREATIVE WRITING - FICTION Fall English Elective

Everyone is surrounded by stories or narratives, and every young person is familiar with fictional narratives in many forms, from novels and short stories to TV shows and movies to video games and apps. In this creative writing course, students work with the elements of fiction, such as dialog, description, setting, plot, character, and tone, to practice building narratives of their own. Varied writing prompts stress particular aspects of fiction writing, and the students choose promising ones to expand into complete stories or sketches. To supplement and inspire their own writing, students read examples of interesting fiction by published authors throughout the semester. Class time is devoted to writing (sometimes timed and sometimes nonstop, sometimes typed on computers and sometimes handwritten in notebooks) and revising. Students also receive peer feedback through workshoping and frequent teacher feedback. Additionally, the students are expected to devote time outside class to writing and revising every week. By the end of the term, students will produce a total of approximately four finished stories, including some shorter, polished sketches.

Please note: Creative Writing courses may be taken in conjunction with the core English courses but does not replace them. Though creative writing courses are primarily designed as junior and senior courses, freshmen and sophomores are welcome to enroll, pending department and FAC (Faculty Academic Committee) approval.

CREATIVE WRITING - POETRY Spring English Elective

This semester-long elective provides students the opportunity to explore poetry from the inside. Students use exercises and prompts created by practicing poets to generate works of the imagination, with attention paid to the power of sound and rhythm. The course deliberately moves away from the formal analysis of poetry in order to free the imagination and the students' written language. While students explore and practice some formal patterns (such as the sonnet and ghazal), the stress is on producing original work in free verse. To

develop an understanding of the wide range of possibilities of modern poetry and to expand their poetic knowledge, students read published poems almost every day. Throughout the course, students receive ample guidance and feedback on specific writing assignments through peer editing workshops and through one-on-one meetings with the instructor. Revising and rewriting also are regular activities in the course. Additionally, students in the course are expected to read their work aloud, in both informal and formal settings. By the end of the term, students are expected to assemble a portfolio of six to ten polished poems.

Please note: Creative Writing courses may be taken in conjunction with the core English courses but do not replace them. Though creative writing courses are primarily designed as junior and senior courses, freshmen and sophomores are welcome to enroll, pending department and FAC (Faculty Academic Committee) approval.

UPPER SCHOOL History Courses

ANCIENT ROOTS OF CIVILIZATION

Ninth Grade

ARC is a tour of ancient history, examining and comparing civilizations through their politics, foreign relations, art, architecture, sciences, and philosophy. From early civilization centers in Egypt, Mesopotamia, and China, humanity developed governments, social structures, and wide-ranging religious beliefs. Foundational inspirations for American government, such as Athenian democracy and the checks and balances of the Roman republic get a deeper look. We study the role of the gods in polytheistic religions, the evolution of faith in Judaism, Christianity, and Islam, and the Greek concept of humanism, a turning away from the gods to value human potential and accomplishment. After experiencing the myriad ways functioning societies have been constructed, we examine what happens when laws, civic virtue, and justice break down and violence tears apart society through genocide. Students learn the stages of genocide, analyze the UN law designed to prevent it, investigate the Holocaust, and write a research paper on a separate genocide event. The ARC of (in) humanity is thereby traversed in one course.

Required of all 9th grade students.

MODERN WORLD HISTORY

Tenth Grade

"How did the world get to be like this?"

Modern World History is a year-long investigation of the world for the curious. The course takes two simultaneous approaches. On the one hand, students examine various foundations of the modern world such as intellectual movements that shape our assumptions about the world. Similarly, students explore the contacts among world resources and cultures, starting with the Columbian Exchange, that laid the foundations of our globalized society. Drawing on the theme of "Revolution," students investigate the legacies of dramatic changes in France, Britain, Russia, China, and the Middle East to understand the variety of modern political and economic systems we live with today. On the other hand, the course devotes a significant amount of time to tracking and

analyzing current events considering the historical themes we study. After taking this course, students should be able to recognize and articulate some of the ways in which the world of today unfolds from the legacies of the past.

ADVANCED PLACEMENT® EUROPEAN HISTORY

Tenth Grade

Students look closely at the political and diplomatic, intellectual and cultural, and social and economic history of Europe from about 1450 to the present. In addition to mastering the narrative of major events in this period, students evaluate historical material, weighing evidence and interpretations, and researching and writing analytical essays. A considerable amount of time is spent practicing the writing of effective, convincing essays in preparation for a major portion of the AP® exam. Students examine historical continuity and change in the modern world, with an emphasis on the peculiarly dynamic and revolutionary qualities of Western society. The course also examines the consequences of European contacts with other areas of the world.

Departmental recommendation required

UNITED STATES HISTORY

Eleventh Grade

This course focuses on the cultural, social, economic, and political history of the nation from its founding up through the 1970s. The course does not use a textbook but rather focuses its inquiry through nonfiction, fiction, biography, autobiography, and primary source materials. The course is designed to explore topics of major significance in American history in detail to get a clear idea of how events and people shaped the way America and Americans are today. Topics and readings include: The creation of the country from colonialism to the Constitution (1630-1787) through *City Upon a Hill*, *Declaration of Independence*, and *The United States Constitution*; The Civil War (1861-1865) through Abraham Lincoln's Speeches and other documents; Native Americans and the American Government through the memoir *Code Talker*; the Civil Rights Movement and

the Cold War of the 1950s and 1960s through *Eyes on the Prize* and *Elizabeth and Hazel: Two Women of Little Rock*; and Nixon and the Watergate Scandal through *All the President's Men*. The class also looks at 9-11 and how that event changed America.

ADVANCED PLACEMENT® UNITED STATES HISTORY

Eleventh Grade

This class is a one-year, intensive study of American history. Textbook readings serve as background for specific discussions and activities during class time. Students are taught to analyze evidence and interpret historical scholarship. They examine primary source materials (speeches, political cartoons, photographs, songs, and poems), different historical interpretations of events, and influences of past events in today's world. Critical writing and reading are also heavily emphasized. Students are expected to analyze and synthesize data, historical knowledge, and information from other classes. The course covers themes from pre-European contact up through the post-9/11 Era. The goal of this course is to prepare students for the AP® exam in May.

Departmental recommendation required
Prerequisite: Modern World History or AP® European History

The following semester electives for eleventh and twelfth grades provide opportunities for students to study a different aspect of history:

ECONOMICS

This semester elective offers students a brief introduction to the concepts of microeconomics (the study of how producers and consumers make economic choices) and macroeconomics (the study of the national economy as a whole). In addition to text readings, the class involves games, simulations, and historical and case studies. Toward the end of the semester, students turn their attention to the practical application of economic concepts in the world outside the classroom.

CURRENT POLITICAL ISSUES

How does the American political system work? Students examine such topics as the basic rules and procedures governing elections, legislation, and government; what role money plays in the political process; who counts as a “special interest group” and what role they play in national and state politics. In election years, we focus especially on campaigns and how both mass and social media sway what Americans (think they) know. The class also investigates the politics of rhetoric, paying careful attention to what is really being said and what is being heard. In addition, the class will explore social and cultural topics relating to the United States. Readings are from magazines, newspaper articles, and other sources.

THE CRIMINAL JUSTICE SYSTEM

The course focuses on issues of the United States’ criminal justice system from in theory and in practice. Students begin by learning about the key Constitutional provisions that govern the power of the state and the rights of the accused. The course then examines the roles of police officers, prosecutors and defense attorneys, judges, and corrections officials in the criminal justice system. Major topics include the tension between a rules-based system and a discretion-based system; plea bargains; the role of race, class, and gender in the criminal justice system; the question of accountability for judges and police; and how juries work. Readings are from magazines, podcasts, newspaper articles, and other sources.

CONSPIRACY THEORIES

Why do people believe in conspiracy theories? Are conspiracy theories ever true? Do shadowy organizations such as ██████████ or the Illuminati secretly run the world? This class will discuss the social and psychological conditions such as paranoia ██████████ and clickbait social media feeds that give rise to conspiracy theories and then move on to examine some historically significant case studies (such as The Protocols of the Elders of Zion, ██████████

plots surrounding the assassination of JFK, and the 9/11 Truthers.) Students will have a chance to choose a conspiracy theory (either current or historical) to research and explain. Finally, the class will discuss ways to avoid falling into conspiracy theory mindsets and

ORIGINS OF MODERN CONFLICTS

Where are today’s most important political hotspots? Students will learn different theories of conflict before diving into four different case studies from around the world (North Korea, Northern Ireland, Afghanistan). Each member of the class will then choose a particular conflict to research in depth, taking into account the region’s history, geography, resources, geopolitical significance and ties, as well as the influence of media and culture. The semester will culminate with students presenting their findings both individually and in panel format.

MAINE STATE HISTORY

Students will learn about Maine’s history, spanning from pre-colonial Wabanaki history to contemporary issues. Materials will include primary and secondary sources, with an emphasis on field trips to historical sites, archives, and area museums. Students will also learn how to pursue original research using local and state resources. They will complete a research paper on the topic of their choice relating to Maine history as well as putting together a presentation on their research.

SPORTS IN GLOBAL SOCIETY

This course will explore the relationship between sports and society throughout history. Starting in the ancient world, students will learn about civilizations such as the Incas and Greeks, working our way to present day issues and events including the Olympics, and wage gaps among athletes. Students will examine the origins of popular sports today from countries around the world, digging into the origins of the sport and its relationship to the cultures of the people who play and spectate. Finally, we will end the year discussing the major conversations around

sports today including social justice, mental health, media, money, and politics.

We will use excerpts from books, periodicals, and documentaries including Boys in the Boat, Moneyball, Born to Run, Free Solo, Freedom’s Fury, and Fire in Babylon. At the end of the semester students will choose a sports icon to research and teach the class about in a biographical fashion, focusing on contributions to not only the sport they played but their community and society.

UPPER SCHOOL Mathematics Courses

ALGEBRA I

Algebra I is an introduction to functions and the study of linear equations and inequalities, systems of equations and inequalities, problem-solving using equations, operations with polynomials, quadratic equations and factoring, and introductory exponential and radical equations. Additional topics may include rational algebraic expressions and equations. Problem solving, graphing, and critical thinking are embedded throughout the course.

GEOMETRY

This course in Euclidean geometry challenges students to think logically. Topics include congruent triangles, parallel and perpendicular lines, polygons, similarity, the Pythagorean Theorem, right triangle trigonometry, circles and arcs, and area and volume. Units on probability and statistics are also included, covering area models, independent and dependent events, conditional probability, counting techniques, and descriptive analysis of categorical and quantitative data. Solid and plane (2D and 3D) geometry are connected throughout. Additional topics may include transformational and coordinate geometry. Calculators are used selectively to support computation, particularly in trigonometric applications, while students are guided in developing number sense and fluency without reliance on technology. Students are introduced to a variety of proof styles, and engage regularly in proof as an integral part of the course. Ample opportunity is provided for students to apply and maintain algebraic skills.

Prerequisite: Algebra I

ALGEBRA II

As both a review and a continuation of Algebra I, this course focuses on simplifying, solving, and applying the concepts of linear functions, quadratic functions, polynomial functions, rational functions, root functions, exponential functions, logarithmic functions, and rational functions. Each unit includes relevant graphing components. Further topics include complex numbers, systems of equations and inequalities, rational exponents,

and transformations of parent functions. Additional topics may include an introduction to matrices and sequences and series.

PRE-CALCULUS AB

Intended as a preparation for Advanced Placement Calculus AB, this course continues the study of functions begun in Algebra I and Algebra II. Topics include a review of parent functions and transformations, the theory of polynomials, the Fundamental Theorem of Algebra, rational and root functions, limits and asymptotic behavior, exponential and logarithmic functions, circular functions and trigonometry, complex numbers, and conics. Additional topics have included polar and parametric equations, sequences and series, and vectors. Graphing calculators are used regularly to aid the study of the behavior of functions. Students wishing to take Pre-Calculus AB must have a strong algebra background, a demonstrated interest in mathematics, and a desire to delve deeper into critical thinking and mathematical reasoning.

Departmental recommendation required

Prerequisite: Algebra II

CONCEPTUAL PRE-CALCULUS

This course continues the study of functions begun in Algebra I and Algebra 2, with an emphasis on building conceptual understanding and strengthening algebraic reasoning. Topics include a thorough review of parent functions and transformations, focusing on synthesizing concepts across several function types, polynomials and the Fundamental Theorem of Algebra, rational functions and asymptotic behavior, and circular functions and triangle trigonometry. Graphing calculators are used regularly to aid in problem solving, but students are also expected to develop a proficiency in working without the support of graphing technology. Compared to the Precalculus AB course, this course emphasizes a more measured pace as students develop fluency with key concepts and skills. Students who complete this course will be prepared to pursue further study in precalculus or calculus, depending on individual readiness and interest.

Prerequisite: Algebra II

ADVANCED PLACEMENT[®] STATISTICS

Following the guidelines established by the College Board, this course introduces students to the major concepts and tools for formulating questions, collecting and analyzing data, and interpreting results from data. The content, skills, and assessments in the AP[®] Statistics course focus on exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Students learn to describe patterns, plan and conduct studies, estimate population parameters, and test hypotheses. This course prepares students to take the AP[®] Statistics exam in May.

Departmental recommendation required

ADVANCED PLACEMENT[®] CALCULUS AB[®]

Following the guidelines established by the College Board, this course covers the theory of limits, continuity, derivatives and their applications, including curve sketching, maximum/minimum problems, and related rates. Students then turn to integration and the Fundamental Theorem of Calculus with applications to area, volume, arc length, and average value. Students learn to work with functions represented in a variety of ways: verbally, graphically, numerically and symbolically. This course prepares students to take the AP[®] Calculus AB exam in May.

Departmental recommendation required

ADVANCED PLACEMENT[®] CALCULUS BC

Following the guidelines established by the College Board, this course reinforces and expands upon the concepts learned in the AP[®] Calculus AB course. While strengthening student understanding of all AB topics throughout the year, students expand their conceptual knowledge of derivatives and integrals. Additional topics covered include parametric, polar, and vector functions; improper integrals, further techniques and applications of integration, polynomial

approximations and series; and differential equations. Students continue to work with functions represented in a variety of ways: verbally, graphically, numerically, and symbolically. This course prepares students to take the AP® Calculus BC exam in May.

Departmental recommendation required

ADVANCED PLACEMENT® COMPUTER SCIENCE PRINCIPLES

AP® Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs (via JavaScript). They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. This course prepares students to take the AP® Computer Science exam in May.

Full Year Course

Open to Juniors and Seniors

Prior computer science experience is not required to take this course.

Students with prior experience should speak to mathematics faculty about alternative options

STATISTICS & DATA ANALYSIS

Designed for students who have completed at least Algebra II and are interested in a fourth year of elective mathematics, this semester-long course introduces foundational statistical concepts with an emphasis on both understanding and application. Techniques are applied in using the TI-84 graphing calculator to help perform calculations and data analyses. Students also develop an introductory understanding of probability and combinatorics as they relate to the ideas of chance and randomness. Throughout the semester, students actively prepare and engage in a variety of projects that utilize statistical methods and ideas.

Open to Seniors

THE MATHEMATICS OF PERSONAL FINANCE

Designed for students who have completed Algebra II and are interested in taking a fourth year of elective mathematics or who are interested in learning about personal finance, this semester-long course provides students with a framework for making good financial decisions. Students will learn to be in control of their financial future through real-world experiences and simulations with an emphasis on the mathematics of finance from balancing a checkbook to buying a car to ensuring a comfortable retirement. Topics include financial responsibility and decision-making, income and careers, spending and credit and saving and investing.

Open to Seniors

MATHEMATICS THROUGH POPULAR READINGS

“When will we ever use this?” is probably the most common lament we hear in standard math courses. This one-semester class will use current non-fiction books to explore various – and sometimes surprising – ways math is used in the world around us. We will read books that explore sports (*Moneyball*, *The Only Rule Is It Has To Work*), pop culture (*The Simpsons and Their Mathematical Secrets*), marketing and “big data,” (*Weapons of Math Destruction*) and even how politics, journalism, and

math go together (*Where Did You Get This Number?*). Through their readings and discussion, students will explore statistics, algebra, graph theory, number theory, and other topics they may not have encountered in their other math courses. The reading list will change from year to year, and will include full texts and excerpts. This course is also available as an Independent Study.

Prerequisite: Algebra II

COMPUTER SCIENCE PRINCIPLES

This Fall semester elective is an entry-level course that introduces students to the foundations of modern computing. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Students explore the foundational concepts of computer science and how computing and technology can impact the world.

Open to Sophomores, Juniors, and Seniors

DISCRETE MATHEMATICS

Discrete Mathematics introduces students to the study of countable structures and problem-solving in mathematical systems. Topics include counting methods, combinatorics, set theory, number patterns, graph theory, logical reasoning, and proof techniques. Students explore applications such as voting systems, fair division, apportionment, and game theory, as well as matrix-based models like Markov chains. Emphasis is placed on critical thinking, algorithmic reasoning, and finding efficient solutions to a variety of discrete problems.

Open to Juniors and Seniors

Prerequisite: Algebra II or equivalent

UPPER SCHOOL Modern & Classical Languages

FRENCH I

In French I, students explore the various modes of communication by building vocabulary, working on basic grammatical structures, and learning to express themselves through writing and speaking. Students develop reading comprehension by exploring a variety of texts, learning various reading strategies, and decoding thematic vocabulary in context. Throughout the year, students explore French culture by researching the different monuments of Paris and historical and current Francophone figures.

FRENCH II

In this course, continued emphasis is placed on the development of the four language skills: speaking, listening, reading and writing with the goal of bolstering proficiency. More frequent writing assignments encourage students to use vocabulary and grammatical structures to express their thoughts through storytelling in both the past and the present. Students participate in a wide variety of interpersonal activities to develop their speaking and listening skills as well as acquire practical vocabulary that can be applied outside of the classroom. During the course of the year, students study the provinces of France and France in general as well as begin to explore the other cultures that make up the French-speaking world.

Departmental recommendation required

FRENCH III

Conducted almost exclusively in French, this class provides a thorough review of grammatical structures taught in levels I and II and introduces higher level language skills and concepts. Students communicate using more complex structures in French on a wide variety of topics and are also tasked with being more independent in their language development. The course also continues the development of students' understanding of the cultures of the Francophone world.

Departmental recommendation required

FRENCH IV

Conducting this course exclusively in French offers students the opportunity to deepen their confidence and further their proficiency in the language. Students gain more access to the various cultures that make up the French-speaking world. The curriculum builds on the previous years' skills, stressing acquisition of useful vocabulary through oral presentations and written mastery of the French language for contemporary life. Students have a greater focus on language production, especially in the areas of written French. Students engage with a variety of authentic texts, such as short stories and current event articles, songs, radio broadcasts, and authentic videos.

Departmental recommendation required

ADVANCED PLACEMENT® FRENCH LANGUAGE & CULTURE

This course is conducted exclusively in French. Emphasizing the use of French for active communication, the course helps students to develop the ability to understand spoken French in various contexts beyond the school setting and to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. To continue developing their ability to speak, write, read, and listen in French, students participate in a variety of activities such as writing email responses, reading excerpts from many types of texts, listening to a variety of authentic audio materials, and participating in class discussions. The readings take students beyond simple comprehension to higher-order thinking of application, synthesis and analysis. In addition, students work on several projects individually and with partners and explore websites to prepare cultural presentations based on authentic materials. Students explore the different cultures of French-speaking countries in both contemporary and historical contexts. Students take the AP® French Language & Culture exam in May.

Departmental recommendation required

LATIN I

This course emphasizes gaining familiarity with the structure of the Latin language, mastering a wide vocabulary base, and developing an understanding of the basic grammatical forms and concepts. The students use a modern reading-based text, begin translating on the first day of class, and work throughout the year to synthesize their knowledge with effective translation techniques. In addition, the students are exposed to Roman geography, history, and civilization.

LATIN II

This course continues to expand the students' knowledge of vocabulary, solidify their understanding of the more complex grammatical structures, and improve their translation skills. Students continue learning about Roman culture through their reading.

Departmental recommendation required

LATIN III

This course introduces students to Latin prose writing, and exposes them to differing prose styles via various ancient authors. Students read excerpts from Livy's History of Rome, Caesar's Gallic Wars, and Cicero's First Catilinarian Oration. In addition, students work to review and expand their understanding of grammar through exercises in prose composition, to become familiar with the stylistic elements of Latin literature, and to learn to read with an eye to the broader historical and cultural context.

Departmental recommendation required

ADVANCED PLACEMENT® LATIN

The AP® Latin course is offered in alternating years with Advanced Latin Literature. In this course, students translate approximately 800 lines of Vergil's Aeneid and 50 chapters from Caesar's Gallic Wars while also reading the majority of each work in English. The students work on analyzing the texts and study both the epic and the historiographical traditions. Translation, sight-reading, and familiarity with the cultural, social, and political context of both works are emphasized. Students also devote significant time to developing analytical writing skills. Students take the AP® Latin exam in May. A summer assignment is required for continuing students.

Departmental recommendation required

ADVANCED LATIN LITERATURE

Advanced Latin Literature is offered in alternating years with the AP® Latin course. In this course, students translate, analyze and interpret a variety of Latin poetry, concentrating on the poems of Catullus and selections from Ovid's *Metamorphoses* and *Amores*. Literal translation, sight-reading, and familiarity with the cultural, social, and political context of the literature are emphasized. Students also devote significant time to developing analytical writing skills. Due to the rigor of the course and quantity of material, this course carries an additional 0.3 points in the weighted 4.0 scale and may require additional time. A summer assignment is required for continuing students.

Departmental recommendation required

SPANISH I

From the beginning, Spanish I focuses on building basic communicative skills so that simple conversations and regular classroom business can be conducted in Spanish. Students then begin to build their repertoire of fundamental vocabulary and grammar while developing their beginner level speaking, reading, writing and listening proficiencies. Exercises and activities are varied, while projects and presentations are also utilized to strengthen language skills and deepen cultural understanding.

SPANISH II

The objective of this course is to expand beginner-intermediate Spanish language skills through a variety of contemporary topics in Hispanic American culture. Students are expected to develop both their accuracy and a higher proficiency in productive (interpersonal and presentational speaking and writing) and receptive (interpretive listening and reading) skills in Spanish.

Departmental recommendation required

SPANISH III

The objective of this course is to consolidate and integrate high- intermediate Spanish language skills. Students are expected to develop significant accuracy in their reading, writing and speaking skills. The course includes reading and discussion of short stories, magazine articles, videos, news clips, and Internet resources, as well as an extensive review of grammar. Students will be introduced to contemporary topics in Latin American culture, organized into thematic units.

Departmental recommendation required

SPANISH IV

Spanish IV is an advanced level Spanish language course taught exclusively in Spanish. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and articles. Students refine and utilize advanced grammar and vocabulary in a variety of ways, through compositions, oral presentations and debates and class discussions. The class will also feature regular visits with a variety of native speakers through Skype and cultural excursions.

Departmental recommendation required

ADVANCED PLACEMENT® SPANISH LANGUAGE & CULTURE

This course is designed as a synthesis and profundización of the student's existing advanced language skills within a meaningful study of six overarching themes: Global Challenges, Science and Technology, Beauty and Aesthetics, Families and Communities, Personal and Public Identities, and Contemporary Life. The course serves as a springboard that guides students to explore culture and events in both contemporary and historical settings and to achieve communication with greater ease, fluency and accuracy. Spanish is expected to be used exclusively in the classroom by both teacher and students.

Departmental recommendation required

UPPER SCHOOL Science Courses

Special Note: All science courses in Upper School are laboratory courses.

PHYSICS Ninth Grade

This course gives students a solid foundation in physics – the study of matter, energy, forces, and motion. The major principles of introductory physics are analyzed throughout the course.

Topics covered include mechanics, force, momentum, energy, sound & light, and electricity & magnetism. With the goal of preparing students for more advanced science courses, students work on developing fundamental science skills including lab techniques, data collection & analysis, and using the metric system.

The course is centered on guided inquiry, and a significant amount of class time is structured around activities and labs that provide context for understanding the physical laws and behaviors that govern how objects interact.

BIOLOGY Tenth Grade

This course is a general survey of biology, including cell structure and function, heredity, genetics, and evolution, with a particular focus on ecology and study of the natural world. Students engage in lab exercises and field work experiences crafted to help them hone their skills of observation and analysis, as well as to engage them in meaningful scientific inquiry of their own design. Additionally, instructors draw regularly from current topics in life sciences to provide depth and meaning to the work being done in class. Required of all tenth grade students.

CHEMISTRY Eleventh Grade

This is an introductory course in chemistry that reviews essential mathematical concepts and covers the basic principles of chemical reactions and uses them to explain chemical phenomena in our lives. The major concepts covered include properties of matter, atomic and molecular structure, properties of chemical reactions, equilibria, acids and bases, and electrochemistry. This course emphasizes

problem solving through projects and laboratory exercises.

ADVANCED PLACEMENT® CHEMISTRY Eleventh/Twelfth Grades

This course is comparable to a first year college course in general chemistry. Topics of study include atomic theory and structure, chemical bonding, gases, solutions, reactions, stoichiometry, equilibria, kinetics, acid-base chemistry, electrochemistry, and thermodynamics. A strong emphasis is placed on laboratory experiences, solving chemical calculations, and both collaborative and independent work. This course prepares students to take the AP® exam in May.

Departmental recommendation required
Prerequisites: Algebra II

ADVANCED PLACEMENT® ENVIRONMENTAL SCIENCE Eleventh/Twelfth Grades

This course is comparable to one semester of introductory college level environmental science. Topics covered include population dynamics, natural resource management, ecosystems, energy production and conservation, pollution, and global climate variations. The course emphasizes comprehensive laboratory and field investigations, allowing students to study the environment through first-hand observation. Class work explores historic and contemporary issues, probing ethical, political, and scientific factors that influence environmental health. This course prepares students to take the AP® exam in May.

Prerequisites: Biology and Chemistry (Note: students may concurrently take Chemistry)

ADVANCED PHYSICS® Eleventh/Twelfth Grades

This course is designed to provide a solid understanding of the major concepts in college preparatory physics. It is ideal for students who enjoy blending science and mathematical problem solving, and it emphasizes learning through modeling and experimentation. Students develop the mathematical relationships between physical quantities and apply graphical analysis throughout the course. Topics of study include vectors, kinematics, Newton's laws of motion, the laws of conservation of energy and momentum, gravitation, center of mass, and modern physics if time permits. Demonstrations and student projects are integrated throughout the course. Due to the rigor of the course and quantity of material, this course carries an additional 0.3 points in the weighted 4.0 scale and may require additional time.

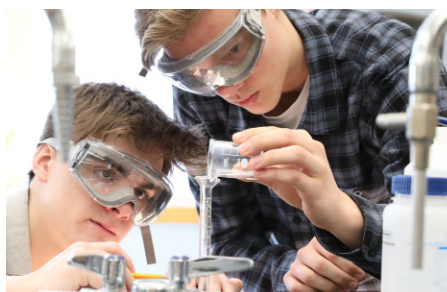
Co-requisite: Enrollment in AP® Calculus or departmental permission

ADVANCED PLACEMENT® BIOLOGY Twelfth Grade

The scope, sequence, and design of this course are comparable to a full year of introductory college biology. Topics of study include basic principles of chemistry as they relate to biology, cell biology, heredity, genetics, evolution, biological diversity, and ecology. Analytical thinking, independent work, and laboratory experiments, including dissections, are integrated throughout this course. This course prepares students to take the AP® exam in May.

Prerequisites: Biology and Chemistry

The following semester electives, designed for juniors and seniors, provide students with the opportunity to pursue science topics in greater depth:



FORENSICS

Twelfth Grade

This semester elective focuses on the application of scientific principles and methods to matters of criminal and civil law. Students learn how to process a crime scene, analyze evidence, and the process by which evidence is used to catch and ultimately prosecute violations of the law. Past topics have included fingerprinting, blood spatter analysis, hair and fibers, impressions, powders, and firearms. Laboratory investigations, outside readings and guest speakers are part of this course.

Prerequisite: Biology

BIOCHEMISTRY

Twelfth Grade

In this course, students will explore the chemistry of living systems. It is especially designed for those students with a particular interest in Biology, Chemistry, or Health Sciences. Topics include nucleic acids, proteins, carbohydrates, and fatty acids. For the second half of the course, students will select an area of focus for more in-depth study including but not limited to metabolism, hormones, nutrition, physiology, genetics, immunology, and neurochemistry.

Prerequisite: Chemistry or AP Chemistry

ENGINEERING

Eleventh/Twelfth Grades

For students interested in the fundamentals of engineering and problem solving. Students explore principles common across all engineering disciplines including research methods, problem analysis, the engineering design process, representations of technical information, engineering economics, professionalism, and ethics. Students complete projects in the mechanical, civil, electrical fields, and speak with engineering professionals to gain exposure to real world applications.

ORGANIC CHEMISTRY

Eleventh/Twelfth Grades

This class is an introduction to organic compounds and reactions. We will begin with organic nomenclature and some basic organic reactions. At the end of the term, students will choose a drug or other organic compound to research. This class is especially recommended for those students interested in pursuing chemistry, biology, or health sciences in college.

Prerequisite: Chemistry

SYSTEMS THINKING

Eleventh/Twelfth Grade

This independent study provides senior NYA students an opportunity to learn about systems thinking across social, environmental, and economic experiences and through projects in collaboration with local organizations. Systems thinking is a way of helping a person to view systems from a broad perspective rather than seeing only specific events alone and onto themselves. This class provides “real world” experience to buttress classroom learning that students have attained prior to the independent study.



UPPER SCHOOL Visual & Performing Arts

VISUAL ARTS

ADVANCED PLACEMENT® ART AND DESIGN Full Year

Following requirements designated by the College Board, highly motivated, advanced level art students prepare either the AP® 2D Art and Design, AP® 3D Art and Design, or Drawing portfolio for evaluation at the end of the school year. Students must demonstrate quality, concentration, and breadth in their work. The portfolio consists of three parts:

- Quality – examples of work that demonstrate mastery
- Concentration – slides of a personal body of exemplary work designed by the student
- Breadth – slides showing a wide range of ability in working with various materials, tools, and subjects

Students may submit two portfolios during high school.

*Prerequisite for AP® Drawing: Drawing I, II, III.
Prerequisite for AP® 2D Art and Design: Printmaking I, II, III. Drawing I strongly suggested. Prerequisite for AP® 3D Art and Design: Sculpture I, II, III.*

Students may also fulfill the prerequisites by participating in pre-college programs or attending classes at art schools. Summer preparation for AP® courses is expected. Departmental recommendation required

All Upper School art courses have a prerequisite of Foundations of Studio Art.

The following Upper School art courses are semester electives, meeting 4 times per 6-day cycle, for 1/2 credit:

FOUNDATIONS OF STUDIO ART

Required of all new students to the NYA Upper School who wish to take visual arts. Not required for rising freshmen who attended NYA Middle School. This course is designed to help students understand and utilize the Language of Art. The main emphasis of this course is the Elements of Form and the Principles of Design as they apply in art construction. Students learn that creating artwork begins with a proper

foundation of artistic skills that can then be built upon. The teacher encourages students to practice learning the fundamental techniques to maximize the greatest potential for unique self-expression. At the end of the semester, students are fortified with formal fundamentals they can utilize in any form of artistic expression in the future. Foundations is a survey studio course that teaches students creative methods in various techniques such as: Drawing, Painting, Printmaking, and Sculpture. (1 semester)

DRAWING I, II, III, ADVANCED

This is a working studio curriculum designed to teach the fundamental mediums and techniques used to create finished drawings. In the beginning of the semester, students practice drawing from a still life to establish a proper way of seeing three-dimensional form and translating it onto a two-dimensional surface. Value is added later to show how it can create the illusion of form and help effect mood in a work of art. Students progress through the semester with a series of projects designed to develop sensitivity to the application of mediums and surface quality. As they begin to gain confidence in their ability, students focus on utilizing the fundamentals of drawing to recreate a personal/perceptual experience. Finally, the more abstract aspects of drawing are incorporated side by side with the more perceptually based aspects. (1 semester each)

PAINTING I, II, III, ADVANCED

This is a working studio curriculum designed to teach the fundamental mediums and techniques used to create finished oil paintings. Initially, students learn basic mixing and paint application on a series of black and white still life paintings. After mastering that level, students move on to a series of limited palette paintings. These are designed to increase their color vocabulary and teach them how to create the illusion of three-dimensional form on a two dimensional surface. As the semester progresses, students are asked to complete paintings using a cool palette, a warm palette and a complimentary palette. As they begin to gain confidence

in their ability, students focus on utilizing the fundamentals of painting to recreate a personal/perceptual experience. Finally, students incorporate the more abstract aspects of painting side by side with the more perceptually based aspects. (1 semester each)



PRINTMAKING I, II, III, ADVANCED

This is a working studio curriculum designed to teach the fundamental mediums and techniques used to create finished prints. In the beginning of the semester, students learn about the various methods of printmaking including: Monotype, Lino-Block, Stenciling, Silk Screen, Etching and Wood Block. The focus of the first semester is to learn different printmaking methods while strengthening the understanding of the language of art. Students can expect to create wall paper designs with lino-block prints, spray paint prints with stencils, vintage movie posters with silk screens, and a personal Coat of Arms. (1 semester each)

SCULPTURE I, II, III, ADVANCED

This curriculum is designed to introduce the materials and techniques used to create three-dimensional artworks. The prerequisite for Sculpture I is Foundations of Studio Art. Students learn to create artwork from a variety of media, including clay, plaster, wood, bristol board, wire, paper and found

objects. In addition to the elements of art and principles of design, students also work on understanding specific sculpture principles such as mass, form, space, light, time and location. The main emphasis of this course is the development of critical thinking skills as they apply to three dimensional art forms and to help students gain a deeper understanding of visual art. *(1 semester each)*

DIGITAL ART I, II, III, ADVANCED

This is a studio course designed to teach the mediums and techniques used to create finished digital renderings based in graphic design. This class will be inspired by titans of the industry like Shepard Fair, Max Glaser and Barber Kruger. We will use iPads and ProCreate to create digital pieces inspired by the modern world. We will progress through each semester with a series of projects designed to develop sensitivity to the application of all digital media. We will focus on line, value, composition, light, space, and the necessary elements of recreating a perceptual experience. Additionally, we will incorporate the more abstract aspects of digital media side by side with the more perceptually-based aspects. Sketchbooks and photography will be used to aid us in the conceptual stages.

PERFORMING ARTS

ADVANCED PLACEMENT[®] MUSIC THEORY Full Year

This course is designed for juniors and seniors who wish to develop further their skills in musical composition and ear training. It emphasizes fundamentals of traditional harmony and counterpoint, vocalization of intervals, scales and sight singing. Melodic and harmonic dictation skills are stressed throughout the year. Students prepare to take the AP Music Theory exam given in May.

The following Upper School courses meet twice a week for the full academic year for 1/2 credit:

UPPER SCHOOL MIXED CHORUS

In this group of mixed voices, students study vocal performance using a varied repertoire of choral music, including folk, pop, spiritual, classical and novelty songs. Students are encouraged to participate in small ensembles including but not limited to Treble Chorus and Varsity Singers. In addition, students are encouraged to audition for District II, All-State, All- Eastern, and National Music Festivals, coached on audition requirements, and fully supported throughout the festivals. Theory skills, sight-singing, ear training, and good vocal techniques are developed and reinforced. Performances are scheduled 2 to 3 times per year.

WIND ENSEMBLE

This performing ensemble is open to woodwind, brass, and percussion musicians, and emphasizes traditional wind literature. Students work as an ensemble to build group skills of tone, blend, and intonation. Individual theory skills and instrumental technique are developed and reinforced. Students are encouraged to audition for District II, All-State, and All-Eastern Festivals, coached on audition requirements, and fully supported throughout the festivals. Performances are scheduled 2 to 3 times per year.

JAZZ BAND

This performing group emphasizes traditional jazz band literature. Jazz styles such as swing, Latin and rock are studied, as well as historical perspectives of the various genres. Opportunities are in place for students to participate in District and State Jazz Honors Festivals. Performances are scheduled 2 to 3 times per year.

ORCHESTRA

This performing group is open to students who play violin, viola, cello, or bass. Openings for piano, acoustic guitar, or harp are possible with instructor permission. The string ensemble performs string orchestra literature, and explores non-conducted chamber music repertoire. Theory/music reading and

individual string technique are developed and reinforced. Students are encouraged to audition for District II, All-State, and All-Eastern Festivals, coached on audition requirements, and fully supported throughout the festivals. Performances are scheduled 2 to 3 times per year.

STEEL BAND

This performing ensemble plays a wide range of music written for steel drums, and is a great opportunity for students to be part of a music group even if they have no previous experience. Students participate in several performances, some of which require travel during the school day.

CLUB ENSEMBLES

In addition to the above graded ensembles, there are numerous opportunities to be involved in non-graded ensembles, including Bluegrass, Glee, Jazz Combo, Men's Vocal Ensemble, Treble Choir, and Varsity Singers. Students are also supported in forming their own groups.



UPPER SCHOOL Multidisciplinary

The following Upper School multidisciplinary courses are semester electives that meet 4 times per 6-day cycle for 1/2 credit:

BRAIN TRAINING & RESILIENCE: EMERGING RESEARCH AND PRACTICES IN HIGH PERFORMANCE*

Fall semester elective

This interdisciplinary and experiential class examines the emerging worlds of brain and health research, biohacking, physiological state change, and neuroplasticity, with an eye toward high performance and mental/ physical/ emotional resilience. Students will not only learn about the emerging research in these areas, but will also practice a variety of related techniques including daily journaling, mindfulness, breathing methods, natural movement, visualization, and HIIT training. The class will be conducted in partnership with the Distance Project, a high performance coaching center and gym in Freeport. Students will have several opportunities to use the Distance Project staff and facility for physical and breath training.

The learning in this course will be divided in two areas: academic study and experiential application of those academic ideas. As students study through supplementary reading, visiting speakers, videos, and podcasts, they will also be expected to participate in a wide variety of hands-on practices and techniques where they will apply and test those theories. Students will also keep a highly structured daily journal that help them to reflect on their daily life practices and mental modeling. At the end of the semester, students will be expected to lead an activity, on or off-campus, where they teach or lead others in one of the concepts or activities that they found to be most impactful. These activities will be video- documented and put up online.

**As an interdisciplinary class, this does not apply to the science requirement*

LITERATURE OF GLACIER BAY Spring semester elective

This spring semester elective focuses on American environmental writing and literature, with a particular eye toward the literature of Glacier Bay in Alaska. Students are introduced to the wide-ranging tradition of American environmental writing and thought with a special focus on writing about Glacier Bay. Writing assignments throughout the semester help students to think critically about the main texts, and to put the techniques and ideas that they have analyzed into practice with their own creative writing. During critical assignments, students are expected to use the expository writing and analysis skills they have developed in their English classes. Students select one location in which to journal on a weekly basis throughout the semester, and they write a 5-page essay or analogous creative work by May 15. In addition to creative and analytical writing, the curriculum includes aspects of backcountry safety, geology and biology of Glacier Bay, bear protocols, and map/chart navigation. The course concludes with an optional ten-day non-graded trip to Alaska, where students meet some of the authors they have been reading and spend a week kayaking in the backcountry of Glacier Bay, literally paddling and walking in the footsteps of John Muir.

LEADERSHIP: PRINCIPLES AND PRACTICE

This class seeks to explore the dynamics and best practices of leadership, with an eye toward giving students examples of leadership across history and cultures, and an opportunity to practice what they have learned. Students will have the opportunity to meet leaders from various domains (business, education, athletics, military, etc.) and to ask questions. Over the course of the semester, students will create and complete a leadership project where they will practice what they have been learning and share their experience through reflection and presentation. Students will have an average of 30-45 minutes of homework each class, and will have the opportunity to practice public speaking, reflection and leadership on a regular basis.

NINTH GRADE SEMINAR

Cultivating our core values – including respect, honesty, perseverance, compassion, and responsibility is a vital part of NYA's commitment to developing students of strong character. The Ninth Grade Seminar helps students adjust to the Upper School and to develop the skills and habits necessary to succeed at becoming their best selves. Students meet weekly in small groups for discussions about topics related to the ninth grade experience

COMMUNITY SERVICE AT NYA

NYA students of all ages engage with both the local school community and the world beyond Yarmouth, Maine. In the Upper School, students are required to do ten hours of approved service / engagement work each year. We believe that high school is an ideal time to solidify the habit of volunteering; that students should focus on the common good and contribute their time and energy to make a positive impact on the world around them. Students may contact the Director of Character & Community Programs for support finding volunteer opportunities.

UPPER SCHOOL The Postgraduate Program

The postgraduate program at NYA is open to high school graduates who would benefit from an additional year of study before college. The NYA postgraduate program gives students the opportunity to mature academically in a structured, supportive environment. A year at NYA provides an added foundation necessary for a successful transition to college.

A curriculum path is customized to meet each postgraduate student's needs and to bring out the best in each individual student. Examples could include:

Humanities Path:

- AP English Literature
- AP U.S. History
- Creative Writing
- Economics
- Maine State History
- Spanish IV

Math and Science Path

- English IV
- AP Biology
- AP Statistics
- Advanced Physics
- French or Spanish III

Fine Arts Path

- AP Music Theory
- AP Studio Art
- AP English Literature
- Current Political Issues

Postgraduate students may also pursue an independent study in an area of great interest either as a self-designed course or online. This allows the student to engage in a particular passion. In addition, there are many activities a postgraduate student may participate in such as student clubs, leadership opportunities, community volunteering and much more.

COLLEGE COUNSELING

Postgraduate students begin to receive communications from the College Counseling Office once they enroll. Over the summer before their year at NYA they are asked to complete the same college research and application work as the returning seniors.

As soon as they arrive on campus, postgraduates begin participating with the senior class in all college counseling programming, including information sessions with college admissions visitors and individual meetings with the director of college counseling.

Throughout their year at NYA, they are supported in their post-secondary school planning.

EXTRACURRICULAR AND ATHLETIC ACTIVITIES

Postgraduate students may choose from a variety of extracurricular and athletic opportunities that may include, but not be limited to the following:

- School clubs including music and language
- Theater
- Lower and Middle School mentoring
- NEPSAC Prep Hockey
- Participation on one of NYA's 23 other varsity sports teams. As a fifth year student, PG students will be permitted to train with the team and participate in non-league contests.
- Local and recreational club athletics
- Year-round personal training on campus

All individual programs will be created in conjunction with the Director of Athletics and the Head of Upper School.



UPPER SCHOOL Diplomas With Distinction

DISTINCTION IN LANGUAGE, CULTURE & COMMUNITY

Philosophy:

The Distinction in Language, Culture, & Community allows students to pursue a course of study where they will become highly proficient in a second language, demonstrate cultural competency, and engage in significant experiential learning in a community other than their own. These programmatic areas are in service of cultivating empathy, encouraging perspective taking, and understanding oneself within a wider community.

Program Description:

Students apply for the program distinction, and applications are considered on a case-by-case basis. The course of study is tailored to fit diverse student experiences and motivations, and candidates address three main components:

1. High level of proficiency* in a language other than their primary language.
2. Participation in a seminar or independent study in which the student compares and contrasts multiple communities' geographic, historical, artistic, social, or political features.

3. Participation in a significant experiential endeavor in a community other than their own.

Students are asked to submit applications by October 15 in the junior year.

Students who successfully earn the Distinction in Language, Culture, & Community will receive this distinction along with their NYA diploma and it will be recognized on official transcripts.

**High level of proficiency will be defined and evaluated by the appropriate faculty and distinction advisor.*

DISTINCTION IN MUSIC: PERFORMANCE, ENTREPRENEURSHIP, AND COMMUNITY

Philosophy:

The Distinction in Music: Performance, Entrepreneurship, and Community allows students to pursue a course of study where they will develop high levels of

musicianship and engage in a significant experiential endeavor connecting music and the community. These programmatic areas are in service of cultivating breadth and depth of musical aptitude, developing the ability to promote oneself and other musicians, encouraging an appreciation for the importance of community and service, and laying the groundwork for lifelong involvement in music.

Program Description:

Students apply for the program distinction, and applications are considered on a case-by-case basis. The course of study is tailored to fit diverse student experiences and motivations, and candidates address three main components:

1. Exceptional achievement* in music.
2. Participation in a seminar or independent study in which the student creates a personal media platform, including a webpage and press kit, and plans and completes public performances.
3. Participation in a significant experiential endeavor connecting music and the community.

Students are asked to submit applications by October 15 in the junior year.

Students who successfully earn the Distinction in Music: Performance, Entrepreneurship, and Community will receive this distinction along with their NYA diploma and it will be recognized on official transcripts.

**Exceptional achievement in music will be defined and evaluated by the appropriate faculty and DMPEC advisor. Musical standards such as intonation, note accuracy, tone, rhythm, articulation, and dynamics will be assessed, as well as qualities unique to each student's musical goals (i.e. lyrical clarity or complexity, improvisation techniques, arranging proficiency, stylistic nuances, etc.).*

DISTINCTION IN OUTDOOR AND ENVIRONMENTAL LEADERSHIP

Philosophy:

The Distinction in Outdoor and Environmental Leadership allows students to pursue a course of study where they will become highly proficient in outdoor

leadership skills and environmental practices, will engage in a significant experiential endeavor, and will share those skills and experiences with others. These programmatic areas are in service of cultivating advanced level skills in outdoor adventure settings, integrating outdoor experiences into academics, understanding oneself within the natural world, and laying the groundwork for lifelong involvement in outdoor adventure and environmental stewardship. Students seeking the DOEL may choose to pursue either an outdoor leadership or an environmental leadership track.

Program Description:

Students apply for the program distinction, and applications are considered on a case-by-case basis. The course of study is tailored to fit diverse student experiences and motivations, and candidates address these main components:

In the outdoor leadership track:

1. High level of proficiency* in a specific outdoor discipline.
2. Understanding of how humans interact in the natural world through the study of environmental science†.
3. Ongoing participation as a leader in training on outdoor education trips and programs.
4. Participation in a seminar or independent study to plan and execute a senior expedition and learn related topics such as trip-planning, incident management, performance psychology, history of the expedition, and outdoor ethics.

In the environmental leadership track:

1. High level of proficiency* in a specific outdoor discipline.
2. Understanding of how humans interact in the natural world through the study of environmental science†.
3. Ongoing participation in activities outside of the classroom building a culture of ecological focus and service.
4. Participation in a significant experiential endeavor sharing a passion for the environment and outdoor adventure with the community.

Students are asked to submit applications by October 15 in the junior year.

Students who successfully earn the Distinction in Outdoor and Environmental Leadership will receive this distinction along with their NYA diploma and it will be recognized on official transcripts.

** High level of proficiency will be demonstrated through achieving professional level certification in an outdoor adventure discipline (e.g. Backcountry skiing: Avalanche Research and Education Level; Backpacking or Ultrarunning: Maine Recreation Guide; Sea Kayaking: BCU Cadet Leader or ACA Open Water Coastal Kayaking; Fishing: FFI certified Casting Instructor). Additionally, students must earn Wilderness First Aid Certification.*

†Students pursuing the DOEL are expected to complete an environmental science course at NYA. Those in the environmental leadership track should complete AP Environmental Science.

DISTINCTION IN SOCIAL ADVOCACY

Philosophy:

The Distinction in Social Advocacy allows students to pursue a course of multidisciplinary studies aimed to foster leadership, flexibility, and creative problem solving while encouraging ethical development. Students will learn to identify and address social problems in multi-dimensional ways while developing unique skills to be a catalyst for change. This distinction was inspired and informed by the work of Catherine McAuley, who worked tirelessly to build resiliency in young girls and women destitute and enslaved in Dublin. Before committing to the church, she was able to educate and house hundreds of girls and women securing them a better future.

Program Description:

Students apply for the program distinction, and applications are considered on a case-by-case basis. The course of study is tailored to fit diverse student experiences and motivations, and candidates address four main components:

1. Exceptional achievement* in coursework pursuant to candidate's areas of interest.

2. Participation in a seminar or independent study in which the student immerses him/herself in the history and application of social advocacy, leadership, and character building and works to identify and address current, real-world social problems.

3. Ongoing participation in the school's Civil Dialogue group as a facilitator, mentoring of younger students, and service to the greater community.

4. Participation in a significant experiential endeavor working to affect social change in the community.

Students are asked to submit applications by October 15 in the junior year.

Students who successfully earn the Distinction in Social Advocacy will receive this distinction along with their NYA diploma and it will be recognized on official transcripts.

** Exceptional achievement will be defined and evaluated by the appropriate faculty and DSA advisor. Students may choose a path of study most relevant to their primary area of interest, typically in the life or social sciences. Human Behavior, The Criminal Justice System, and Current Political Issues are strongly encouraged as part of the course of study.*

DISTINCTION IN STEM: SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS

Philosophy:

The Distinction in STEM: Science, Technology, Engineering, and Mathematics allows students to pursue a course of study where they will become highly proficient in STEM-related coursework and complete a capstone project addressing a real world problem. These programmatic areas are in service of cultivating breadth and depth of aptitude in STEM, pursuing passions in this area of study, learning how all STEM disciplines are linked and mutually functional, encouraging an appreciation for the importance of STEM in the community, and laying the foundation for STEM-related college studies.

Program Description:

Students apply for the program distinction, and applications are considered on a case-

by-case basis. The course of study is tailored to fit diverse student experiences and motivations, and candidates address three main components:

1. Exceptional achievement* in STEM.

2. Ongoing participation in a STEM activity outside of the classroom.

3. Participation in a seminar or independent study in which the student addresses a real-world problem utilizing design-thinking and inquiry, case studies, research, and collaboration with other organizations, businesses, students, or community members.

Students are asked to submit applications by October 15 in the junior year.

Students who successfully earn the Distinction in STEM: Science, Technology, Engineering, and Mathematics will receive this distinction along with their NYA diploma and it will be recognized on official transcripts.

**Exceptional achievement in STEM will be defined and evaluated by the appropriate faculty and DSTEM advisor. As part of demonstrating exceptional achievement, students will complete a minimum of four credits in mathematics and four credits in science, including AP Calculus AB and two or more of the following: AP Chemistry, AP Biology, AP Environmental Science, Advanced Physics, AP Statistics, and AP Calculus BC.*

Distinction in Visual Art & Distinction in Creative Writing Continued on next page.

UPPER SCHOOL Diplomas With Distinction CONTINUED

DISTINCTION IN VISUAL ART

Philosophy:

The Distinction in Visual Arts allows students to pursue a course of study where they will become highly proficient the visual arts and complete a finished portfolio that expresses their views of the world around them.

These programmatic areas are in service of cultivating breadth and depth of aptitude in visual arts, pursuing passions in this area of study, learning how all artistic disciplines are linked, encouraging an appreciation for the history of art, and laying the foundation for visual art related college studies.

Program Description:

Students apply for the program distinction, and applications are considered on a case-by-case basis. The course of study is tailored to fit diverse student experiences and motivations, and candidates address three main components:

1. Exceptional achievement in visual arts coursework, and exceptional aptitude in various mediums and disciplines.
2. Defining, planning and executing an intensive exploration into a chosen discipline and body of work.
3. Participation in an independent study in which the student practices new techniques, utilizing design-thinking and inquiry, research, and collaboration with other working artists of the local community.

Students are asked to submit applications by December 15th in their sophomore year.

Students who successfully earn the Distinction in Fine Arts will receive this distinction along with their NYA diploma and it will be recognized on official transcripts.

**Exceptional achievement in this distinction will be defined and evaluated by the appropriate faculty and advisor. As part of demonstrating exceptional achievement, students will complete a minimum of six semesters or 3 credits: 2 semesters of drawing or sculpture, 2 semesters of a selected capstone project, designated in Drawing, Painting or Sculpture) and one year of AP Art.*

DISTINCTION IN CREATIVE WRITING

Philosophy:

The Distinction in Creative Writing allows students who have demonstrated experience as creative writers (poetry and/or fiction) to pursue a course of study in which they consolidate and extend their practice. In addition to studying the art and process of creative writing, students will be expected to write frequently, eventually assembling a substantial portfolio of original work. Students will also explore the important connection between writer and audience, publishing at least a portion of their writing in print or online and presenting their work to the public in both formal and informal settings. Throughout this process, students will be encouraged to seek writing advice from a professional writer in their chosen area of focus and consult regularly with the DCW advisor as well.

Program Description:

Students apply for the program distinction, and applications are considered on a case-by-case basis. The course of study is tailored to fit diverse student interests, styles, and strengths, but all candidates must address the following components:

1. Demonstrated interest in and dedication to creative writing, both in and out of the classroom.
2. Demonstrated breadth of literary reading in student's area of focus. This requirement can be met through independent work or specific course work, pending approval by the DCW advisor.
3. Ability to produce an accomplished and ample body of written work, as determined by appropriate faculty and DCW advisor.
4. Exceptional Achievement* in Creative Writing courses at NYA, including a seminar and/or independent study in their area of interest.
5. Communication with a writing mentor outside of NYA to help create and edit a body of work, while regularly consulting with DCW advisor on campus.

6. Submission of work for publication in print or digital form (e.g. online publications, literary magazine, personal blog, etc.).

7. Participation in a public reading or other event in which the writer shares their work with an audience.

Students are asked to submit applications by October 15 in their junior year.

Students who successfully earn the Distinction in Creative Writing will receive this distinction along with their NYA diploma and it will be recognized on official transcripts.

**Exceptional Achievement will be defined and evaluated by the DCW faculty advisor. Students pursuing the Diploma of Distinction in Creative Writing are expected to enroll in the appropriate Creative Writing electives (or equivalent independent studies) for their particular area of interest (fiction and/or poetry).*

UPPER SCHOOL Kauffmann Program

North Yarmouth Academy's Kauffmann Program in Environmental Writing and Wilderness Exploration seeks to educate students in the larger community about the importance of wilderness and nature. With a focus on environmental thinking, writing, conservation, and wilderness travel, the program is intended to create opportunities for NYA students, high school students across Maine, and the larger community to acknowledge the importance of wilderness conservation and environmental issues.

The Kauffmann Program fulfills and supports NYA's mission to develop a "concern for the larger community and appreciation for the natural environment."

COMPONENTS OF THE PROGRAM

The NYA Outing Club, Glacier Bay Environmental Writing Course, Summer Writing Seminar, Kauffmann Prize for Environmental Writing, Middle School Leadership Academy, the Sea Kayak Academy, and the environmental lecture series are all part of the Kauffmann Program. NYA also offers a Diploma with Distinction in Outdoor & Environmental Leadership and an elective class entitled "Brain Training & Resilience" as part of the Kauffmann Program. Regular class experiential trips fall under the Kauffmann Program umbrella, also. Examples of such outings include hiking huts and trails overnights in Maine and New Hampshire to locations like Flagstaff Lake and Mizpah Springs Hut, an overnight on the Schooner Stephen Taber, Rippleffect kayaking overnights to Cow Island, a day of lobstering in Casco Bay, urban experiences to Boston and New York City, ropes course and climbing wall team-building activities, just to name a few.

ENVIRONMENTAL WRITING

The environmental writing course is for NYA students that culminates in a backcountry journey in Alaska. This interdisciplinary course, which focuses on Alaska's Glacier Bay, includes extensive reading and writing on environmental topics, backcountry protocols and trip planning, kayak safety and technique, geology, biology, and climate science. At the center of the course are three books: Alaskan author Kim Heacox's book, *The Only Kayak*;

John Kauffmann's *Alaska's Brooks Range: The Ultimate Mountains*; and Alaskan writer Hank Lentfer's *The Faith of Cranes*. In addition to reading, students work with faculty from The Telling Room on personal environmental essays, which they share at a public reading in May. In June, after school has ended, students from class travel to Glacier Bay, Alaska, where they have opportunities to meet some of the writers they have read as part of class, work with scientists, and spend a week kayaking in the wilderness backcountry of Glacier Bay. During the backcountry kayak trip, students practice leadership, leave-no-trace skills, navigation, various safety protocols, mindfulness, journaling; and they revisit some of the writing they studied during the semester.

KAUFFMANN PRIZE FOR ENVIRONMENTAL WRITING

The John Kauffmann Prize for Environmental Writing is an annual prize open to all Maine high school students. Submissions of nonfiction should be fewer than 1,500 words about any environmentally-related topic. The essay may be nature writing, environmental or political activism, personal memoir, scholarship, science-based, or simply good storytelling on an environmental theme. Cash prizes and a \$5,000 merit scholarship to NYA are awarded at a ceremony and public reading that includes the winner and second and third place winners. Winning essays are published on the NYA website.

KAUFFMANN SUMMER WRITING SEMINAR

Students can develop their writing while on an inspiring camping and hiking adventure. This seminar is free and open by application Maine high school students. The trip includes writing workshops and exercises where students, in a guided workshop setting, share feedback on each other's writing, and an overnight trip to the mountains of Maine where students will have a chance to day-hike. No experience with environmental writing or hiking is necessary, just a willingness to learn and fully participate. Hikes of different lengths and challenges will be available to accommodate students. The seminar will be led by NYA Kauffmann Program Director Ian Ramsey with Co-Instructor Dawn Potter, award-winning author, poet, essayist, and teacher.

THE MIDDLE SCHOOL LEADERSHIP ACADEMY

The NYA Leadership Academy is a program where NYA Middle School students spend five days hiking across the high peaks wilderness of New Hampshire's White Mountains. It is open to rising seventh and eighth grade students at NYA. Students should be physically and mentally capable of hiking for four strenuous days in the mountains. Over five days, students learn about, and practice, leadership. Students work together as a team to cross some of the most challenging and beautiful terrain in America. The group stays at the Appalachian Mountain Club's high mountain huts, above tree line, and learns about the unique history and ecology of the White Mountains. Each student will have a chance to lead the group, and to take on different responsibilities. Through individual conversations, daily journaling, group conversations, and facing challenges, students will learn about their own individual leadership styles and will leave the program with improved self-knowledge and goals that they will apply to the coming school year. This is not merely a fun hiking trip (though it is that also!). It is also a laboratory for students to develop personal grit and leadership skills.

KAUFFMANN LECTURE SERIES

North Yarmouth Academy hosts an annual Kauffmann Lecture featuring an environmental writer, with an emphasis on Alaska, public lands, and climate change. Past lecturers include Jeffrey McCarthy '83, Jon Turk, Steven Callahan, Sy Montgomery, and David Sobel.

NYA KAYAK ACADEMY

In October, NYA hosts its annual Kayak Academy, a two-day sea kayak program free and open to all Maine high school students. The program will involve two days of kayak instruction and an optional camping overnight.

NYA Mission

North Yarmouth Academy is an independent, college preparatory, coeducational school. The Academy offers a structured program that establishes clear standards and high expectations in an environment that emphasizes values of mutual respect, trust, and community. North Yarmouth Academy is dedicated to fostering integrity, character, and intellect in its students.

The North Yarmouth Academy program encourages students to develop:

- Problem-solving skills based on sound analytical and creative thought;
 - Sophistication in writing, speaking, and artistic expression;
- Appreciation for the importance of athletic activity, teamwork, and cooperation;
- Self-confidence and self-respect through a breadth of experiences that extend beyond the classroom;
 - Concern for the larger community and an appreciation for the natural environment;
 - Desire to continue the process of lifelong learning.

Vision

- North Yarmouth Academy (NYA) will be at the forefront of toddler through 12th grade education.
- NYA will inspire its students to strive for excellence in academics, arts, and athletics in pursuit of a full and balanced life.
- NYA will nurture each student's confidence, compassion, and integrity through meaningful connections with faculty, staff, coaches, alumni, and peers.
- NYA will support students as they embrace risks, develop a passion for learning, and assume responsibility for their education.
- NYA will prepare students to contribute in enriching ways to their local and global communities.
- NYA will value and nourish vibrant and respectful relationships among all members of our community.

Community Values

The NYA community values the following character traits:

Respect

Expressing tolerance toward others with words and actions.

Interacting politely and appropriately with others.

Caring for one's surroundings.

Valuing self and others.

Honesty

Seeking to tell the truth.

Accepting ownership and responsibility for actions and work.

Establishing and maintaining trust in all relationships.

Perseverance

Persisting in the face of challenges.

Continuing to do the right things when it is difficult.

Making consistent ethical choices.

Compassion

Being sensitive to the feelings, perspectives, and needs of others.

Reaching out to and helping those in need.

Showing empathy by being sensitive to the perspectives, needs, and feelings of others.

Standing up for others.

Responsibility

Demonstrating accountability for personal behavior.

Taking the initiative to do the things that are expected of one.

Following through with commitments and obligations.