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ACADEMIC PHILOSOPHIES, POLICIES AND PROCEDURES

EDUCATIONAL PHILOSOPHY

Mission Statement
Newark Academy will contribute to the world engaged individuals instilled with a passion for learning, a standard of excellence and a generosity of spirit.

Philosophy
The motto of Newark Academy, *ad lumen*, implies the mission of the school: toward enlightenment. Since 1774 this motto has illustrated our belief that education is a shared process of inquiry, a process in which students strive to expand the horizons of their minds through dialogue with teachers, peers, and our community as a whole. A Newark Academy graduate, therefore, not only has a significant grounding in content knowledge but also an understanding of the value of dialogue. We recognize that a responsible education is best offered in an inclusive community with a variety of backgrounds; our differences both expand and refine our inquiries. Bound together through the Newark Academy Honor Code, and guided by the Faculty, all members of our community share the common pursuit of respect, scholarship, and integrity. Service to Newark Academy is our timely mission, but service to the greater community is our ultimate goal. Our intent is to contribute to the world thinking and informed citizens, who are grounded in the skills of the core disciplines, and trained in the process of inquiry itself. Newark Academy graduates move into the world with confidence and humility knowing that their years of study will equip them to deal with the challenges they will face in the future. As responsible citizens, Newark Academy graduates recognize that they are charged with a vital mission.

Honor Code
In an environment where educational enlightenment and growth are the goals, the integrity of each member of the community is crucial. The Honor Code, the details of which are delineated in the *Student and Family Handbook*, serves to reinforce the understanding that members of the Newark Academy community uphold principles of honor and integrity in dealing with people, personal property, and academic work. A breach of the Honor Code is a breach not only of the individual’s integrity, but also of the integrity of the community as a whole.

Intellectual Engagement
The aim of many schools is *academic engagement*. This means learning how to be a responsible student—e.g. doing homework, participating in class, preparing for assessments—and, therefore, doing well in school. At Newark Academy, we assume a commitment to academic engagement at the time of admission and its achievement by matriculation into Upper School. Thus, our larger aim is *intellectual engagement*. This means thinking critically, open-mindedly and genuinely about material presented. Those who are intellectually engaged use class time and assignments to probe and question for the sake of understanding. When engaged in such a substantive manner, students adopt a personal stake in the problem at hand. As a result, there is a concern for the quality, not just completion, of schoolwork. Ultimately, there is a concern for the broader implications and applications of one’s educational pursuits, as well as a life propelled by learning as an intrinsic value.

Global Citizenship
We seek to educate our students for a globalized life. As internationally-minded citizens, Newark Academy students strive to appreciate different perspectives and opinions, engage with other cultures routinely, understand the causes and implications of global issues, are resilient in a rapidly changing world, and translate their education into ethical action.

EXPERIENTIAL EDUCATION

June Term
June Term is the final two weeks of Newark Academy’s school year. During June Term, Middle School students are involved in Capstone Experiences (see Middle School Program), seniors are engaged in Senior Projects (see below), and students in grades 9-11 enroll in an *intensive learning*, or ‘June Term’, course. These courses provide opportunities for students to pursue their passions or discover new ones through offerings that combine intellectual rigor with the ingenuity of focused, experiential learning. During June Term, students are very active in the learning process. Some examples of June Term courses:
Immersion Experiences
These experiences seek to engage students deeply in another cultural or the environmental, developing in them an appreciation and understanding of diverse cultures, peoples and perspectives. All Upper School students are required to complete successfully an approved immersion experience. This requirement is flexibly fulfilled as it can be done at any time during the four years of high school, it can focus on any of several major themes, and it can be structured in a variety of ways, including self-design. (Students may use one of their June Terms to fulfill their Immersion Experience requirement, as long as the trip represents at least a 2-day overlap with June Term and the trip is not offered at another time available to the student.) A more detailed description of the Immersion Experiences Program can be found at the end of this Guide or by contacting the Immersion Coordinator.

Off-Campus Study
Newark Academy encourages Upper School students to expand their educational horizons through off-campus experiential learning opportunities. To this end, we promote several semester programs for juniors and sophomores, each of which has a unique academic and experiential learning focus and most of which fulfill the Immersion Requirement (above). Examples of these programs are listed below:

- HMI Semester (Leadville, CO)
- Maine Coast Semester at Chewonki (Wiscasset, ME)
- The Alzar School (Cascade, ID)
- The Island School (Eleuthera, BAH)
- The School for Ethics and Global Leadership (Washington, DC)

We are also a member of School Year Abroad, with year-long homestays in China, France, Italy and Spain. Internal applications for all off-campus study programs are due in January. For more information, contact the Upper School Principal.

Senior Projects
During the second half of their senior year, students research and design up to an 80-hour project to be completed at the end of the year. Senior projects often take the form of internships, and have included such varied choices as working with a fashion designer, shadowing a doctor or lawyer, working with an auto mechanic, designing toys, teaching or coaching children, learning from stock market investor, learning web design, building houses, repairing musical instruments, going on a guided wilderness expedition, or earning EMT or first-aid certification. Students receive detailed information including proposal instructions in January their senior year. For more information, contact the Dean of Students.

The Global Speaker Series
Newark Academy’s popular Global Speaker Series brings in four or five speakers each year to further our mission of helping our students become ethical, empathic and internationally-minded citizens. The speakers share their diverse experiences with our community through school-wide assemblies followed by open forums and workshops. Speakers have included Arn Chorn-Pond, musician, human rights promoter, and survivor of the Khmer Rouge genocide; Iraqi humanitarian, entrepreneur and founder of Women For Women, Zainab Salbi; and scientist/artist/philosopher Jeff Lieberman. Their observations provide inspirational insight about the way the world works and our students’ roles in it. For more information contact the Series Coordinator.

GRADUATION
Graduation Requirements
In order to graduate from Newark Academy, students must earn a minimum of 84 credits. (Four credits are awarded for the successful completion of a full-time, year-long course; two credits for a part-time or semester course.) Other graduation requirements include the following.

- 4 years of English (core courses)
- 3 years of Mathematics (sequential courses)
- 3 Science courses (two of which must be Biology, Chemistry or Physics)
- 3 years of Humanities (grade 9-11 sequence)
- ACTFL proficiency of “intermediate-low” in a second Language (typically after a level 3 course) offered by NA
- 1 year of full-time Art
- 4 years of Health Education
- successful completion of: an Immersion Experience; three June Terms (one may be used to satisfy the Immersion requirement); the annual Community Service requirement (minimum: 10 hours per year); and a Senior Project
Waiver from a Graduation Requirement
The school must be confident that each of its students can complete the curriculum required for graduation. In exceptional circumstances, a student may request in writing a waiver from a Newark Academy graduation requirement. For all students requesting a waiver, appropriate documentation from a qualified professional is required. A committee is formed to consider each request. The committee is typically composed of the Upper School Principal, the School Counselor, the Learning Specialist and the relevant Department Chair. The committee will make a recommendation to the Head of School after analysis of the documentation (e.g. a medical or individualized learning evaluation, standardized testing results, reports from current and previous teachers, etc.). The Head of School will make the final decision on the waiver, and a written copy of this decision will be sent to the family.

Academic Requirements for Seniors
A senior must pass a minimum of five courses each semester, earning at least 20 credits for the year. A senior who fails a course in the fall semester will be expected to take a sixth course in the spring semester. (Students may not take more than six full-time courses in any semester.) A senior must pass at least five courses in the spring semester. Credits earned in previous semesters or terms may not be applied to this requirement. A failed course must be made up before a diploma may be granted. A senior who fails a course in the spring semester will be given the opportunity to re-take a major assessment in late May, which would be averaged with the spring semester grades perhaps enabling the student to pass the course.

Permission to leave on a senior project prior to Senior Check-Out day must be requested prior to April 1 and approved by the Dean of Students and the senior project advisors.

Participation in Commencement
A senior will be permitted to participate in the Commencement ceremony if all graduation requirements can reasonably be expected to be completed by September 1.

Course Credit and Transcript Policies
- Grades are posted to student records at the end of each semester. Transcripts are generated upon request.
- The Upper School Principal assesses the credit status of students who enter after grade 9 and determines the remaining credits needed for graduation.
- Successful completion of full year courses is awarded 4 credits. Successful completion of semester courses is awarded 2 credits. If a student drops a year-long course after one semester with a passing grade, 2 credits are awarded.
- Students transferring out of Newark Academy are granted a year’s credit for a year-long course when the two semester grades can be averaged to a passing grade.
- Courses dropped after two cycles (or, later in the semester, in the case of a sixth academic course) are recorded as a "W" on the transcript.
- In computing credits from sending schools, Newark Academy uses the same criteria used for a Newark Academy student.
- June Term courses and selected part-time courses are graded as Pass/Fail.
- College admissions test results from ACT and the College Board (PSAT, SAT Reasoning and SAT Subject) are recorded in the permanent file, but not on the transcript. They are to be sent to college admissions offices directly by students.
- IB and AP exam results are also recorded in the permanent file, but not on the transcript. They may be reported by the students during the college admissions process. So that a student can earn college credit or advanced placement, these results are to be sent to the registrar office once a student chooses a college.
- Cumulative GPA's are calculated following the sophomore and junior years using Newark Academy grades in academic courses earned during the school year only, with weight given to AP, IB and Honors courses (see below). GPA's are not shared externally.

SCHEDULING
A Liberal Arts Education
Newark Academy offers a college preparatory program in the liberal arts. Students are encouraged to challenge themselves in all academic disciplines for as long as possible. They are also encouraged to find and pursue their passions. For some, this means taking multiple courses in a favorite department. For others, it means continuing their academic interests in extracurricular contexts (e.g. school newspaper, Robotics and Engineering Club, Model UN). Ultimately, our goal is to develop in our students life-long passions, including learning itself.
Course Scheduling Philosophy
Newark Academy places students in courses that take them from one level of learning to the next, higher level. Requirements exist to assure that students will have the academic credits for graduation and college admission. A student’s academic load for a given year should challenge them and allow them to be successful, but not be so challenging or time-consuming as to be unmanageable. Students should seek to situate their academic load between the extremes of boredom and anxiety.

Class Placement Philosophy
As our admissions policy is selective, the range in academic abilities within classrooms is correspondingly narrow. English classes in grades 6-10, Humanities classes in grades 6-9, and Science classes in grades 6-9 are heterogeneously scheduled. The ranges of skill level and background knowledge, however, make ability grouping in courses at other grade levels advantageous. A student’s placement in a discipline is evaluated every year. In determining the appropriate course level, each academic department considers prerequisite courses, achievement, and, in some cases, placement tests. The student and his or her advisor carefully preview the student’s intended course load during the previous spring.

Course Loads
Middle School students take five academic courses, plus Arts, Music and Health. They are also required to participate on a sports team or equivalent activity each season. Upper School students take a minimum of five full-time academic courses from at least four academic departments, as well as Health. Upper School students often take a sixth full-time course as an elective, frequently an Art. Students may only take six full-time academic courses with the permission of their advisor and the Upper School Principal.

Changing Courses during the School Year
Students are allowed to drop or add courses only during the first two cycles of each semester. Courses dropped after these deadlines will be recorded on the transcript as ‘W’ (withdrawal). The time limit for dropping a sixth academic course, however, may be extended through midterm with the permission of the Upper School Principal. No student may withdraw from a course in the last two cycles of a semester. Students may move “up” in course level (e.g. from “regular” to Honors) only in the first semester. Students may move “down” in course level (e.g. from Honors to “regular”) during either semester. Students may not change courses in the last two cycles of either semester. Changes of course level appear on the transcript only if they occur after a semester has been completed.

Tutorial
Tutorials are classes with very small enrollments, typically six or fewer. Courses taught in the form of a tutorial are offered in two situations: when a student has exhausted the available courses in a department; or when a scheduling conflict prevents a student from taking a necessary course. Tutorials, which must be approved by the relevant Principal, are only available in extant Newark Academy courses.

Newark Academy Summer Session
Students who successfully complete an NA Summer Session course for advanced credit are enrolled automatically in the next sequential course for the subsequent the school year. In advanced credit courses, the Summer Session grade appears on the student’s transcript, although it is not be included in the GPA calculation. (For summer coursework in Math, students must gain prior permission from the department.) Students may also take courses through Newark Academy’s Summer Session for enrichment or for the purpose of previewing the following year’s curriculum.

Outside Coursework
Some students take courses at other institutions, usually in the summer. Those who wish to use an outside course to advance in our curriculum may be required to take an NA exam in order to demonstrate mastery (typically, with a minimal grade of 80). Such students are strongly advised to vet the curriculum of the outside course with the relevant Department Chair prior to enrolling in the course to ensure they will be on track. (For summer coursework in Math, students must gain prior permission from the department.) Courses taken at other institutions are not included on NA’s transcript.

GRADING
Newark Academy prepares young men and women for challenging work in universities and beyond. The grades of ‘A’ through ‘F’ are evaluations to indicate a student's level of knowledge and skill mastery. An ‘A’ earned in a ninth grade class indicates a knowledge and skill mastery appropriate for a grade nine student in a college preparatory program, while an ‘A’ in an eleventh grade class indicates a much greater sophistication of knowledge and skills. We do not set arbitrary quotas or systems for grade
distribution. The expectations of our courses remain fairly constant and students are graded against those standards. Newark Academy has a reputation among universities for its excellent academic program and its honest evaluation of student academic work. When a student applies to college, Newark Academy sends a grade distribution chart from the previous year that enables the college to interpret better the meaning of an individual grade in individual courses.

Grading System
The system of academic grading is as follows:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>Minimum Pass</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>Below 65</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>Very Good</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>Pass</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>INC</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

Final Year Grades
Final grades in full-year courses are determined from the two semester grades. The grade for the spring semester—due its greater length and recency—serves as a tie-breaker.

GPA and Ranking
To minimize internal competition and so as not to disadvantage our students in the college search process, Newark Academy neither publishes GPAs nor ranks its students. GPAs are shared privately with students and their families at the outset of the college search process in order to provide a benchmark for comparison with previous NA applicants at given colleges. The GPA is based on a traditional 4.0 system with a weight of 0.4 added to Honors, IB, AP and some Advanced courses.

Grade Reporting
Parents of all new students and of those experiencing academic difficulty receive email progress reports one month into the school year. Mid-term reports with comments and grades are mailed home during each of the school year’s two semesters in order to provide prescriptive (rather than just descriptive) help to students. Grade reports with optional comments are sent home at the end of the semesters. For year-long courses, only final year grades are recorded on the transcript. Grades for semester courses are also recorded on the official transcript. Finally, progress reports are emailed periodically in order to update parents on their child’s academic progress. Specific dates for these reports are given on the school calendar.

Academic Probation
A student who in any semester receives two or more grades below ‘C-’, including an official “Withdrawal” from a course, or who earns one grade of ‘F’ will be placed on Academic Probation until the student makes substantial improvement in a subsequent semester. Whenever a student is placed on Academic Probation, the faculty and administration will consider the appropriateness of greater structure in the student’s schedule and additional academic support. Newark Academy will not re-enroll a student who accumulates three or more semester grades below ‘C-’ during an academic year, unless the faculty, in reviewing the student’s total performance, determines that the student has the academic potential, maturity and attitude that indicate a reasonable likelihood of future academic success at the school. A student who accumulates three or more semester grades below a ‘C-’ by the end of the fall semester may be asked to withdraw from the school mid-year.

Required Summer Coursework
Students who do not master the work of a sequential course must either make up the work in summer school or repeat the course the next school year. A sequential course is one in which there is content mastery and skill development needed for success in the next course level. Sequential courses are as follows:

- English: 6, 7, 8, Literature & Composition, American Literature, World Literature
- Humanities: courses through Western Heritage
- Language: levels A, B, C, 1, 2, 3
- Mathematics: courses through Algebra 2/Trig
- Science: courses through Biology

The general guidelines for required summer school are as follows:

- A single semester grade of ‘D’ or ‘F’ requires one semester to be made-up: three weeks of summer school.
• Two semester grades of ‘D’ or ‘F’ require the full course to be made-up: six weeks of summer school.

[Note that students who are required to make up English or Humanities credits may be asked to enroll in a course that will strengthen skills rather than repeat course content. This may be in addition to, or in lieu of, reviewing course content.]

Retests
Retests are given rarely and are not a student’s right. Only if a teacher believes that a student’s educational progress will be furthered by re-examination, he or she may grant a retest. However, the teacher will not give a student the opportunity to re-do poor quality work if he or she believes that a “second chance” will encourage bad study habits or misleading assumptions about work performance. If a retest is given, the cumulative grade cannot be higher than ‘C.’

Late Work and Submission of Work
Papers, projects, lab reports, make-up quizzes, and tests are penalized five percentage (5%) points per class meeting. Late work is accepted for credit no more than one cycle beyond its due date. Homework may not be submitted for credit after it has been reviewed and/or collected in class. In the event of an unexcused absence, work may be made up only at the discretion of the Dean of Students in conjunction with the teacher. If a teacher has agreed to accept work at a time other than the class period during which it is due, the student must submit the work to the teacher in person or via email (if acceptable to the teacher), but not by leaving a hard copy for them someplace in hopes they will find it.

Extension of Semester Deadlines
In exceptional circumstances, a teacher, with administrative approval, may grant a student’s request for an extension of course deadlines beyond the end of the semester. In this situation, an ‘inc’ is indicated on the grade report. The work must be completed within one cycle of the subsequent semester. If it is not, the semester grade is calculated with the missing work counted as a “zero.”

ACADEMIC SUPPORT

Extra Help
Students are encouraged to meet with their teachers on an individual basis. Extra help conferences may be scheduled at the student’s or teacher’s initiative for a variety of purposes: to discuss homework, to review a returned assignment, to discuss a rough draft, or to pursue other questions or topics. If they do not have common free periods during the day, Upper School students can meet with their teachers during the activity period after school from 2:30-3:15.

Writing Lab
In addition to the individualized help offered by teachers outside of class, our Writing Labs are excellent resources for students to work on the essential and complex skill of writing. A lunch-time Writing Lab is available to students in 7th and 8th grades. In the Upper School, the Writing Lab is open Tuesdays and Thursdays from 2:30-3:30.

Peer Tutoring
This program, which is managed by upperclassmen, pairs students according to academic need and availability. A student who wishes additional practice in an academic class may request to be paired with another, typically older and always vetted, student who serves as a Peer Tutor. They are scheduled to work together once a cycle for as long as the tutee finds it helpful. Students interested in being assigned a tutor can get more information in the Middle or Upper School offices.

Assessment Overload
If a student has more than two major assessments—tests, projects, papers, reports—due on the same day, the student may request to reschedule any additional ones. (Two quizzes equal one test.) Students in this situation should see the Middle or Upper School Principal at least two school days in advance to secure written permission for postponing any major academic assessments. In addition, students may not be assigned two major assessments on consecutive weekdays in the same class.

Study Halls
Middle School students are assigned to silent study halls when they are not scheduled for classes. Freshmen who earn any grade lower than ‘B-’ at the midterm juncture of the fall semester are automatically placed in two silent study halls per cycle for the balance of the semester. Similar evaluations are made at the end of the fall semester and at spring midterm. Older students may be assigned to study halls at the recommendation of their teachers. (See description in Administrative section.)
Tutors and Tutoring
The role of a tutor (defined as anyone—a paid tutor, a relative, a peer, etc.—who provides academic assistance to a student) is to help students improve their skills and learning rather than to do their work or ensure their grades. Assignment-specific tutoring falls outside the appropriate role of the tutor and is, therefore, not permitted. Thus, a tutor might properly focus on improving close-reading skills or choosing paper topics or arguing a thesis or interpreting literature, but may not assist with the actual writing or revision of an assignment that will be handed in as the student’s work except in the general “no pen in hand” manner. Because they are not a student’s own work, assignments deemed to have violated the letter or spirit of the tutoring policy are against the Honor Code and subject to Honor Council action. Families are asked to inform the current teacher of any formal tutoring arrangement so that the educators may work together.

Testing Center
Any student who is absent on the day of a quiz, test or other in-class assessment is required to make up that assessment on the day of her or his return. The student should speak to the teacher on the first morning she or he returns to arrange for the make-up. The teacher may ask the student to take the test during class or in the Testing Center, which is available to students Monday through Friday from 2:30-3:30. A faculty member is present to proctor students taking these assessments.

Study Skills
All new Middle School students are enrolled in a Study Skills program to facilitate their transition into Newark Academy (see Middle School Program). Upper School students who are having difficulty with their courses or overall course load are encouraged to speak to their advisor or teachers to determine the reasons for their difficulties and to discuss support options. Students who need additional support and assistance with their study skills or habits are scheduled for routine meetings with the school’s Learning Specialist.

Students with Special Learning Needs
Newark Academy does not have a program developed specifically for students with disabilities. However, as it is our goal to help our students achieve in our academic program, we provide a variety of academic and emotional support strategies as well as some specific accommodations.

Newark Academy offers specific accommodations for students with verified disabilities. Students with a verified disability must be able to succeed in the regular academic program using only those accommodations and auxiliary aids that do not require a fundamental change in Newark Academy’s mission, policies, programs or staffing. For more information about learning issues and accommodations, please consult the Student and Family Handbook or the Learning Specialist.
MIDDLE SCHOOL PROGRAM

The Newark Academy Middle School curriculum offers young people opportunities to grow and learn in a challenging and supportive environment. Middle School students engage in all areas of school life: academics, arts, and athletics. The Middle School faculty believes that early adolescence is a critical period for social and emotional growth, and as such, they nurture good growth in each child’s experience at the academy. The skills tree on the next page offers an overview of the various components of the Middle School program

The visual representation of a tree describes the essential qualities and goals contributing to the success of our program. We chose the tree to represent, above all, the interrelatedness of the many parts of our students’ experience: a healthy tree depends upon the strength and vitality of all its parts. Similarly, a valuable Middle School education depends on attention to the development of young adolescents across a broad range of their growth. Rooted in the academic disciplines that provide intellectual material to work with, Newark Academy’s Middle School program develops a substantial trunk of community values and attitudes supporting the branching analytic and communications skills necessary to a healthy canopy of topical studies and investigations.

It is important for students moving from Middle School to Upper School to know how to apply a broad range of skills to situations they will encounter both in and out of the classroom. While we are concerned, too, that our “graduates” be familiar with essential touchstones of cultural literacy, we strive above all to make sure that students know how to learn in any circumstances, and that they come away from these early years with the confidence, the personal resources, and the motivation to make the most of learning in the Upper School and beyond. We believe the tree captures the essential qualities that guide us in what we do, and keeps us in mind of the beauty and complexity of our purpose.
NEWARK ACADEMY MIDDLE SCHOOL SKILLS TREE:  
OUR APPROACH TO GROWTH

Leaves  
Course Offerings

Branches  
Applications

Problem Solving
- Language & Vocabulary
- Analysis
- Data Collection
- Precision & Accuracy
- Identity Variables

Reasoning & Proof
- Language & Vocabulary
- Develop, support, or refute a thesis or hypothesis
- Analogical Reasoning
- Precision & Accuracy

Communication
- Develop, support, or refute a thesis
- Persuasion & Rhetoric
- Note-taking Skills
- Grammar, Sentence, Paragraph, Essay

Effective Planning & Use of Time
- Organization of Materials
- Preparation for Class
- Self-Sufficiency

Working with Others
- Attending to & dignifying the opinions of others
- Oral Communication
- Group Work

Intellectual Curiosity
- Engagement in Learning
- Willingness to Take Risks
- Intellectual Integrity
- Intellectual Independence
- Response to Criticism

Qualities of Character
- Honorable Behavior
- Respect
- Tenacity
- Tolerance & Appreciation
- Effective Decision Making
- Self-Assessment
- Self-Reflection

Representation
- Documenting Research
- Designing Tables & Graphs
- Line, Form, Color

Roots  
Content

Math
- Number
- Operation
- Geometry
- Statistics
- Probability
- Algebra

English
- Short Story
- Novel
- Drama
- Poetry
- Non-Fiction

Science
- Life Science
- Physical Science
- Environmental Science
- Research
- Technology

Physical Activity
- Team Sports
- Student Directed Recreation

Language
- Spanish
- French
- Mandarin
- Cultural Studies
- Ethnicity

Health Education
- Wellness
- Understanding Risky Behavior
- Developing Relationship Skills

Humanities
- Philosophy
- Religion
- Art
- Architecture
- Economics
- Publics
- Geography
Grade 6 Program of Study

Sixth grade is about transitions—emotional and physical—that are addressed by the small group of teachers charged with their welfare, since having multiple classrooms, teachers, and subject areas is a new concept for most students. Essential social-emotional development takes place this year, so role-playing is used to help students learn how their individual concerns impact the group. We ask that they consider questions such as: What is a leader? What is a team player? How does one move from being one to the other seamlessly? At the beginning of the year, roles in group projects are assigned by teachers, so everyone can sample what all the roles are. Later on in the year, students begin to own this process by choosing their own roles. Foundational skills for academic success are emphasized and reinforced at this level; the most critical skills for sixth grade students to address are organization and planning.

ARTS
Sixth grade students take a sequence that includes Art 6, Digital Art and Design 6, Dance 6 and Creative Theatre. In addition, they take Fundamentals of Musicianship where they focus on choral or instrumental music.

ART 6
This course is designed to introduce students to the elements and principles of design, while working 2 dimensionally. A variety of media are explored, such as drawing, painting, collage and mixed media. Assignments focus on the proper use of these materials and techniques in a sequential format, while offering students topics and subject matter that will promote creativity. Evaluation is based on preparation, participation, the quality of the work and personal progress.

Digital Art and Design 6
In this introductory course, "every picture tells a story." Students will be introduced to the basics of digital art, as well as traditional drawing and painting techniques. They will create a series of projects designed to develop an understanding of the basics of design. These projects include digital collage, story illustration and basic animation. Each student will learn how the pencil and the pixel are exciting tools for art making.

DANCE 6
Students are introduced to the basics of jazz dance including proper body alignment, traveling movements, turns, jumps and basic jazz positions. They work on gaining flexibility through stretching exercises within the warm-up. Each term students choose a song as a class and learn choreography to that song. In the fall and spring terms, students perform in the dance concert. Students are assessed on preparation, participation and three homework assignments which may include watching a dance company on video and writing some reactions to it, reading a short selection about the type of dance they are studying, and choreographing their own 32-count phrase.

CREATIVE THEATRE
In this 6th grade drama offering the emphasis is on building a friendly, community atmosphere in which students participate on stage in group projects and problem solving activities. Through theater games and exercises, students are challenged to use their creativity and imagination. In a structured and supportive atmosphere, students are encouraged to take risks as they engage in role-playing and story-telling activities. This course acts as a safe arena for young adolescents to communicate the kinds of ideas and feelings through physical and verbal expression that are so important for their psychosocial development.

FUNDAMENTALS OF MUSICIANSHIP
In the fall semester, students concentrate on musical literacy (note identification, time designations, ear-training, rhythms, musical genres, dynamics and articulations.) as well as proper vocal or instrumental technique. Students will apply those skills to a repertoire of age-appropriate choral and instrumental music to be performed at the annual 6th grade “Works in Progress” presentation in December. During the second half of the year, students will learn more challenging repertoire, building upon foundations set in the first semester that they will perform in a concert in the auditorium with the 7th and 8th grade musicians. At the beginning of the year, students will be asked select one of three options: Fundamentals with a choral focus and a performing component, Fundamentals with an instrumental focus and a performing component, or the opportunity to start a new instrument. All students in grades 6, 7, & 8 are eligible to audition for Jr. Academy Voices at the beginning of the school year.

ENGLISH
ENGLISH 6: STORY AND STRUCTURE
This course develops the analytical reading, writing, and discussion skills of sixth grade students. The course focuses on the development of a language for conversing about and writing about literature as well as its relationship to the world and self. Students begin with basic literary terminology; they are taught to first identify these terms and then analyze them as they read critically. Students learn how to take notes when reading literature and are therefore more readily prepared to write and discuss what they read. Students engage with an array of literary genres: short stories from Junior Great Books Level 6, poetry by selected poets and Sharon Creech’s Love that Dog, and
novels by young adult authors like Avi and Edward Bloor. Students embark on written work in both analytical and creative modes through assignments that emphasize process and revision, with careful attention to audience, intention, and form. Students also practice presentation skills, recite poetry, and stage scenes from Shakespeare’s A Midsummer Night’s Dream.

HEALTH

WELLNESS (6)
Students discuss the interdependence of the mind-body-spirit dimensions of wellness. The skills needed to engage in healthy nutritional, fitness and safety habits, to understand the role of the immune system, to develop an awareness of one’s growth and development and to foster positive interactions with others are emphasized. Aspects of risk management are incorporated into all topics of study. Student work is assessed through formal written evaluations, personal inventory and reflection exercises, individual and group projects, and role plays. In addition, students participate in a physical health program designed to foster the knowledge, skills, attitudes and behaviors necessary to provide a foundation for lifelong physical health competencies. The curriculum emphasizes the movement concepts of directionality, space, speed and force, the biomechanical principles of throwing, catching, striking and jumping, the foundational elements of fitness and target heart rate, the psychosocial skills of cooperative problem-solving. Assessment is based on students’ level of mastery of skills in four areas: engagement in learning, self-sufficiency, cognitive and psychomotor domains.

HUMANITIES

COMMUNITY AND SELF (6)
Community and Self serves as the vehicle to introduce students to a skill-based study of the social sciences. The course focuses on the development of skills, including critical thinking, reading, writing, speaking and listening. The course includes a particularly strong focus on writing, and throughout the year, students work on their analytical writing skills by examining how they use evidence to prove their arguments. Through classroom participation, independent projects, tests, and essays, students demonstrate their knowledge of course content. Community and Self is designed to be “hands-on” with an emphasis on connections between course studies and current events. An example of a unit in Community and Self is Adam Smith and TV: What does Economics have to do with me? During this unit, students are introduced to basic economic principles and read a selection from the Wealth of Nations. Students evaluate whether Adam Smith would approve or disapprove of American policies today. The culminating activity for the course is a social science fair where students display the independent research they have completed in the form of a film, display board, research paper or play.

INTEGRATED SKILL-BASED LEARNING

CAPSTONE 6
The sixth grade will spend the final nine days of the year involved in an intensive experiential learning experience. They will spend the first week studying the ecosystem of the retention pond by Coursen Field. The entire sixth grade team will lead this experience; it will focus on practicing good Habits of Mind. The group will spend 3 nights and 4 days in Massachusetts and stay at a facility run by the YMCA. This experience will build on skills they have been working on in Global Awareness and all of their class work.

COMMON CLASS 6
Two periods per cycle are built into the schedule where the sixth grade gathers as a group for co-curricular activities, which range from working on a class project, to monitoring the recycling efforts on campus, to hosting a debate or spelling bee. This class is team taught by the sixth grade teacher team.

FOUNDATIONS OF GLOBAL AWARENESS (6)
Foundations of Global Awareness seeks to develop one’s cultural and global competence through activities and discussions that highlight one’s sense of self, sense of place, sense of connection to others and sense of action. Through the use of hands-on activities, group problem-solving games and the design and implementation of a group project which addresses a global issue, students have the opportunity to practice the essential attributes of a global citizen: critical and creative thinking, recognition of multiple worldviews, ecological stewardship, effective communication, cooperative and collaborative group skills, and the recognition that effective global functioning is interdependent in nature. The course is a pass-fail course with little to no work required beyond class time. Assessment is based on the level of mastery of constructive engagement and self-sufficiency tasks as detailed in the Middle School Skills Tree.

STUDY SKILLS (6)
Study Skills is a fall semester activity that meets once each cycle. The first meetings focus on the unique characteristics of different learning modalities and exercises to help each student determine their strongest modality. Other topics include strategies for reading literature, reading in a textbook, making notes, increasing memory, preparing for tests and taking tests. While working on these topics students are exposed to research skills as well as word processing, and computer skills.

LANGUAGE

MIDDLE SCHOOL FRENCH A
This course is an introductory class for Middle School students with minimal or no prior knowledge of French. Emphasis is placed on the oral aspect of French, simple writing tasks, acquisition of everyday vocabulary, and
control of basic structures. Students will prepare a variety of hands-on projects throughout the year. Other forms of evaluation include participation in and preparedness for class, quizzes, and tests.

**MIDDLE SCHOOL MANDARIN A**
This course is an introductory class for Middle School students with minimal or no prior knowledge of Chinese. Emphasis is placed on: pinyin, strokes and stroke order, the structure of Chinese characters, basic sentence structures, listening, speaking skills and exposure to Chinese geography and culture. Students will prepare a variety of hands-on projects throughout the year. Other forms of evaluation include participation in and preparedness for class, and performance on written and oral assessments.

**MIDDLE SCHOOL SPANISH A**
This course is an introductory class for Middle School students with minimal or no prior knowledge of Spanish. Emphasis is placed on the oral aspect of Spanish, simple writing tasks, acquisition of everyday vocabulary, and control of basic structures. Students will prepare a variety of hands-on projects throughout the year. Other forms of evaluation include participation in and preparedness for class, and performance on written and oral assessments.

**MATHEMATICS**
*Students are placed in a course based on SSAT or ISEE scores, performance on a placement test and curricular information provided by their current math teacher.*

**FUNDAMENTALS OF MATHEMATICS (6)**
This course is for sixth grade students only. Students in this course will gain mastery in a wide range of mathematics skills including addition, subtraction, multiplication and division, fractions, decimals and percentages. When possible, real-world problem solving is used to supplement learning activities that promote skill mastery. Students spend time on estimation skills. The students use data analysis throughout and study intuitive geometry through perimeters, area and volume.

**TOPICS IN MATHEMATICS (6)**
This course is for sixth grade students who have already demonstrated reasonable mastery of addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and percentages. Students in this course proceed through the topics at a fast pace and explore each topic through collaborative problem solving in real-world contexts. The students use data analysis throughout and study intuitive geometry through perimeters, area and volume.

**ALGEBRA 1 Honors - 7**
In one year, this course covers Algebra in one and two variables, up through the solution of quadratic equations by factoring, completing the square, and the quadratic formula. The course stresses the structure and logical development of mathematics. This Honors sections move at a much faster pace and cover each topic in more depth. Algebra 1 Honors - 7 is the same as Algebra 1 Honors but designated for students in grades 6 & 7. *Placement of sixth grade students for this course is by invitation only. Students may not gain placement for this course through any summer work.*

**SCIENCE**
**INTERACTIVE INVESTIGATION (6)**
This first course in our integrated middle school science program examines life and physical science units of study. In each content area, students investigate the scientific themes of energy systems, structures, change over time, and cycles. The course uses a cross-disciplinary focus and a hands-on approach. Emphasis is also on the development of analytical skills, such as hypothesizing, inferring, data collection and analysis, communication, experimental design, and presentation. *Students must be in grade 6 to take this course.*

**Grade 7 Program of Study**
Seventh graders are on the cusp of abstract thinking, and are therefore capable of making significant connections between their classes and their personal experiences: our curricula reflect this self-awareness. This year, teachers push students in group discussions, challenge pre-conceived ideas, and require students to support their inferences. Skills like outlining, note taking and a greater use of technology for presentations, as well as personal organization, allow students to create stronger arguments, formulate more detailed hypotheses, and critique sophisticated literature and historical documents.

**ARTS**
All seventh grade students take a yearlong elective sequence that includes two of the following courses: Art, Dance, Drama and Technical Theatre. In addition, they take Middle School Orchestra or Middle School Chorus.

**DIGITAL ART & DESIGN 7**
From fonts to photography, this course will explore different ways in which words and images work together to communicate ideas and messages. Students will participate in "real world", graphic design experiences as
they create logos, posters and more. Using a digital camera, scanner, and digital art software, students will learn the elements and principles of design, as well the skill of visual problem-solving. Evaluation is based on preparation, participation, the quality of the work and personal progress.

ART 7
Art 7 is an intermediate level course. It is designed to build skills and to increase the students’ knowledge of the elements and the principles of design. The studio assignments will utilize a variety of media with the goal of developing students’ individual expression and style. Demonstrations will model for students the techniques involved in producing meaningful and well-crafted pieces. Art appreciation is included in the course of study. Both 3-D and 2-D experiences are offered over the course of the year. Evaluation is based on preparation, participation, the quality of the work and personal progress.

DANCE 7
Students decide as a class what type(s) of dance to explore. Students learn the basic elements of the chosen style including corresponding warm-ups, stretching, and across-the-floor exercises. The students help chose a song and learn a dance that incorporates the style or styles that they have learned. In the fall and spring terms, students perform in the Dance Concert. Students are assessed on preparation, participation and three homework assignments which may include watching a dance company on video and writing some reactions to it, reading a short selection about the type of dance they are studying, and choreographing their own 32-count phrase.

DRAMA 7
Seventh-grade drama is an introduction to the fundamentals of stage acting. Using Viola Spolin’s "Improvisation for the Theatre" as a guide, students learn the basic elements of pantomime, concentration, characterization, conflict and resolution. The classes are workshops where students perform individually and in small groups. Students are expected to become more confident as performers, and better able to establish "the fourth wall" when working in front of others. The term concludes with students working either in small groups, or as an entire, class towards the production of a small-scale original play. Grading is based on preparation, participation, and personal progress.

DESIGN AND CONSTRUCTION 7
**NEW COURSE***
This course is designed to guide students through the process of designing, planning, and constructing a small, transportable house. Students will learn the basic practices and considerations in housing design and construction techniques. They will learn about the environmental impact of housing construction, how to create a house with minimal environmental impact, and endeavor to build their tiny house from sustainable and recycled materials. Ideally, at the conclusion of the course, the finished house will be donated to a local organization for use as a temporary shelter for the homeless.

MIDDLE SCHOOL CHORUS (7)
In Middle School Chorus, students build on the skills developed from Fundamentals of Musicanship. Students in 7th grade explore their voices and begin singing in three part mixed harmony. Music theory, ear training, intonation, posture, breath support, healthy phonation and the joy of singing with others are the focuses in this course. Repertoire includes a wide variety of classical literature, folk songs from around the world, spirituals, Broadway tunes, jazz, and contemporary music. The students will put on a staged Musical the first semester, a Cabaret during the second semester, and a choral concert for their final performance. Middle School Chorus students are eligible and encouraged to audition for Jr. level Honor Choirs. Grading is based on personal progress, preparation and participation. Students are required to perform in any concert or program connected with the music learned. Skills and literacy tests are given infrequently throughout the year. All students in grades 6, 7, & 8 are eligible to audition for Jr. Academy Voices (an advanced select choral ensemble) at the beginning of the school year.

MIDDLE SCHOOL ORCHESTRA (7)
Middle School instrumental musicians build on the skills described in the Fundamentals of Musicanship curriculum. Instrumental ranges and dynamic ranges are expanded, styles of articulation and phrasing are emphasized, and techniques of rhythmic subdivision are taught. Balance, blend, and phrasing are developed. Creating a characteristic instrumental tone is emphasized. Music from the classical, jazz, and popular idioms is rehearsed while students are taught the historical context of each composition. The Middle School Orchestra performs three times per year at school concerts and in festival competitions off campus. Assessment is based on preparation, participation, and personal progress. Music reading and playing skills are tested throughout the year. Scheduled into the Middle School Orchestra program, students have the opportunity to play in the Full Orchestra, the String Ensemble, and the Jazz Band.

ENGLISH

ENGLISH 7: CHARACTER AND CONFLICT
*English 7: Character and Conflict* emphasizes active reading, collaborative discussion, and thoughtful writing in its study of literature. Students explore the significance of both concrete elements of literature -- plot, characters, setting, dialogue -- and more abstract concepts, such as tone and theme. In particular, two guiding questions shape our explorations throughout the year: How do authors...
develop character and shape the conflicts their characters experience? How do readers learn from these characters and their choices to help address their own conflicts? The course focuses on foundational skills like annotation and vocabulary-building, while promoting a spirit of playful and probing inquiry about the literature. Students write creatively and analytically throughout the year, composing short stories, poems, developed paragraphs and eventually essays. Texts may include the novels *Homeless Bird, The Wednesday Wars, American Born Chinese*, and *The Giver*, the plays *Inherit the Wind* and *The Tempest*, and excerpts from a poetry anthology.

**HEALTH**

**UNDERSTANDING RISKY BEHAVIORS (7)**

Students delineate the relationship between change and risk, learn to assess the type and intensity of risks in their lives and practice the skills of refusal, problem solving, conflict resolution and decision-making. Three areas of emphasis are substance use, social media and social relationships. Students are assessed through written quizzes and tests, personal application essays, case-study responses, individual and group projects and a presentation emphasizing technology skills. In addition, students participate in a physical health program designed to foster the knowledge, skills, attitudes and behaviors necessary to provide a foundation for life-long physical health competencies. The curriculum in grade 7 emphasizes the combination of movement concepts with principles of strategy, the application of biomechanical principles to game situations, the development of a health-enhancing level of fitness and qualities of character and self-sufficiency skills as outlined in the Middle School Skills Tree. Assessment is based on a rubric that delineates students’ level of mastery in four skill areas: engagement in learning, self-sufficiency tasks, cognitive and psychomotor skills.

**HUMANITIES**

**AMERICAN STUDIES (7)**

What does it mean to be an American? This is the question that guides students throughout American Studies. In this course, students examine aspects of the American experience from the Revolutionary period to the emergence of the United States as the preeminent global power in the 20th Century. For example, the course includes a multifaceted study of American immigration. During the summer before the 7th grade school year, students study the history of their own family's journey to the United States. They continue their research during the school year and present their findings to their peers. They continue to use their own family's history as a lens through which to understand American history. Students use a variety of primary and secondary source readings. Students use readings to practice active reading, summarizing, making connections to prior knowledge and personal experience, and forming questions for further consideration. They learn to take ownership of historical material by analyzing, interpreting, and evaluating it. Students regularly engage in formal seminars and debates as well as informal small- and large-group discussions. Projects and activities aim to help students become thoughtful, respectful, and responsible leaders.

**INTEGRATED SKILL-BASED LEARNING**

**CAPSTONE 7**

The seventh grade will spend the final nine days of the year involved in an intensive experiential learning experience. The Capstone experience begins with a performance of Shakespeare’s “The Tempest,” which students study in detail, analyze in essays, and produce themselves. They are in charge of everything from rehearsals, to programs, to music. The play’s twin themes of rebellion and reconciliation are appealing to this age level, and link the trip to the North Shore of Massachusetts and the city of Boston, where we walk the Freedom Trail, connect with students at Shore Country Day School while lodging at their campus, and observe the natural world on a whale watch and Crane’s Beach. Students are asked to ponder: Who decides what I learn? How do I learn best? Who creates the rules of my world, and where are its boundaries? Trip activities will connect to their coursework in Interactive Discovery, American Studies, and Character and Conflict.

**COMMON CLASS 7**

One period per cycle is built into the schedule where the seventh grade gathers as a group for co-curricular activities, which range from watching a film and holding a discussion, to boy / girl discussions, to working on a performance of “The Tempest.” This class is team taught by the seventh grade teacher team.

**GROUP MEETING GRADE 7**

This class meets once per cycle and it is an opportunity for students to meet with teachers, complete group work, meet with a math tutor or visit the middle school writing lab. Students are expected to use their time in this class to advance their academic standing at Newark Academy.

**STUDY STRATEGIES (for all new 7th grade students)**

Study Strategies is a fall semester activity that meets once each cycle. The first meetings focus on the unique characteristics of different learning modalities and exercises to help each student determine their strongest modality. Other topics could include strategies for reading literature, reading in a textbook, making notes, increasing memory, preparing for tests and taking tests. While working on these topics students are exposed to research skills as well as word processing, and computer skills.
LANGUAGE

MIDDLE SCHOOL FRENCH A
This course is an introductory class for Middle School students with minimal or no prior knowledge of French. Emphasis is placed on the oral aspect of French, simple writing tasks, acquisition of everyday vocabulary, and control of basic structures. Students will prepare a variety of hands-on projects throughout the year. Other forms of evaluation include participation in and preparedness for class, quizzes, and tests.

MIDDLE SCHOOL FRENCH B
This course is for students who have successfully completed the equivalent of Middle School French A. There is an increased emphasis on writing and use of accurate structures. Formal reading and listening comprehension exercises will be used. The use of the target language is expected in daily interactions. Culturally-focused research projects will occur throughout the year. Evaluation includes participation in and preparedness for class, and performance on written and oral assessments. 8th graders who wish to place into 2 Honors in the upper school must successfully complete this course with an A-average.

MIDDLE SCHOOL MANDARIN A
This course is an introductory class for Middle School students with minimal or no prior knowledge of Chinese. Emphasis is placed on: pinyin, strokes and stroke order, the structure of Chinese characters, basic sentence structures, listening, speaking skills and exposure to Chinese geography and culture. Students will prepare a variety of hands-on projects throughout the year. Other forms of evaluation include participation in and preparedness for class, and performance on written and oral assessments.

MIDDLE SCHOOL MANDARIN B
This is for students who have successfully completed Mandarin A or equivalent. There is an increased emphasis on: pronunciation and tones, radicals and characters, listening, speaking, reading and writing in a communicative context. Entering Chinese characters into computers will be covered in this class. Daily life topics continue to be the focus of this course. Culturally-focused research projects occur throughout the year. Evaluation includes participation in and preparedness for class, quizzes, and tests. By the end of this year, students are expected to: comprehend Mandarin speech delivered at a normal or close-to-normal speed on the topics they have practiced; converse in accurate articulation and tones with native speakers of Mandarin about the topics they have practiced; and read and understand passages containing 300 vocabulary items they have studied in the previous class.

MIDDLE SCHOOL SPANISH A
This course is an introductory class for Middle School students with minimal or no prior knowledge of Spanish. Emphasis is placed on the oral aspect of Spanish, simple writing tasks, acquisition of everyday vocabulary, and control of basic structures. Students will prepare a variety of hands-on projects throughout the year. Other forms of evaluation include participation in and preparedness for class and performance on written and oral assessments.

MIDDLE SCHOOL SPANISH B
This course is for students who have successfully completed the equivalent of Middle School Spanish A. There is an increased emphasis on writing and use of accurate structures. Formal reading and listening comprehension exercises are used. The use of the target language is expected in daily interactions. Culturally-focused research projects occur throughout the year. Evaluation includes participation in and preparedness for class, quizzes, and tests. 8th graders who wish to place into 2 Honors in the upper school must successfully complete this course with an A-average.

MATHEMATICS

PRE-ALGEBRA (7)
This course continues the reinforcement of arithmetic and starts to introduce many algebra skills. Students typically take this course in 7th grade. The students continue to study fractions, decimals, percents, integers, and finally, rational numbers. All are reinforced by the translation of word problems into linear equations of one variable and the solution of those equations. There are additional units in informal geometry and data analysis. The Honors sections of this course move at a faster pace and expect greater rigor in problem solving and calculation.

ALGEBRA 1 H - 7
In one year, this course covers Algebra in one and two variables, up through the solution of quadratic equations by factoring, completing the square, and the quadratic formula. The course stresses the structure and logical development of mathematics. Algebra 1 Honors - 7 is the same as Algebra 1 but designated for students in grades 6 & 7. Placement of sixth grade students for this course is by invitation only. Students may not gain placement for this course through any summer work.

GEOMETRY
This course in plane geometry covers the elements of analytic and solid geometry. The nature of proof, development of theorems from definitions and axioms, constructions, original exercises, analytic geometry of the straight line and of the circle are studied. The Honors section puts greater emphasis on formal proofs throughout the year. It concludes with an extended introduction to trigonometry. Geometry Honors-8 is the same as Geometry Honors but designated for students in grades 7 & 8. Prerequisite: Algebra 1 Prerequisite: Algebra 1
SCIENCE

INTERACTIVE DISCOVERY (7)
This is the second course in our three-year integrated middle school science program and includes topics in several areas of science, including physics, astronomy, and earth science. The class emphasizes skills that students will need for upper-level science courses such as thinking analytically, communicating with scientific language, and designing experiments. With an emphasis on inquiry, students perform laboratory experiments and analyze data then present their findings through written lab reports. 

Students must be in grade 7 to take this course.

Grade 8 Program of Study

Even though eighth grade students are the leaders of the Middle School, it is sometimes difficult not to think of this as another transitional year. The adults facilitating the development of students at this level ask them to think both forwards—towards the excitement of ninth grade—and backwards—to where they were in sixth grade (and how far they've come). Students can now move smoothly from concrete descriptive work to more analytic critical thinking and evaluating. In lab reports, essays, précis and projects, students are asked to justify their thinking, to be able to explain their thinking, and to communicate convincingly, not just effectively.

ARTS

All eighth grade students take an elective sequence that includes two of the following courses: Art 8, Dance 8, Digital Art and Photography 8, Drama 8 or Technical Theatre 8. In addition, they select one of the following music courses: Middle School Orchestra, Advanced Chorus, or Elements of Creating Music.

ART 8
Art 8 is a more advanced course, designed to continue the expansion of the students’ knowledge, abilities, and perceptual awareness. Students will continue to explore a wide variety of two and three-dimensional media while completing a series of more advanced design projects that will build on their prior experiences. Art appreciation is included in the eighth grade course of study. Evaluation is based on preparation, participation, the quality of the work and personal progress.

DANCE 8
To further expand on what was learned in Dance 7, students study a new form of dance, or continue the study of the style previously studied. Students learn the basic elements of the chosen style including corresponding warm-ups, stretching, and across-the-floor exercises. The students help to choose a song and learn a dance that incorporates the style or styles that they have learned. In the fall and spring terms, students perform in the dance concert. Students are assessed on preparation, participation and three homework assignments which may include watching a dance company on video and writing some reactions to it, reading a short selection about the type of dance they are studying, and choreographing their own 32-count phrase.

DIGITAL ART AND PHOTOGRAPHY (8)
In this course, students will learn the basics of digital photography. Elements of photography, including intent, composition, vantage point and lighting will be emphasized. Students will participate in guided photo-shoots in order to develop their camera skills and gather images for a variety of photographic design projects. These projects include a grade 8 graduation poster and invitation as well as an original children's book. Evaluation is based on preparation, participation, the quality of the work and personal progress.

DRAMA 8
In this continuation and extension of Drama 7, students continue to explore the fundamentals of stage acting. Using Fran Tanner's "Basic Drama Projects" as a guide, students spend time working on pantomime. Working both individually and in small groups, they begin to explore the skills involved in improvisation. Throughout, students are encouraged to "live truthfully under imaginary circumstances." In addition, students do "observation" homework assignments. The term concludes with the class working towards the development of a small class play for public performance. Students are NOT required to have taken Drama 7 as a prerequisite for this 8th grade course.

TECHNICAL THEATRE 8
The purpose of this course is to introduce students to stage systems, production design, set construction, lighting, sound, and operation. At the conclusion of the course, students will be familiar with theater lexicon, and the design, operation, and maintenance of basic theater systems. When possible, the course will be built around preparation for a production: in each term, students will contribute to the current NA production, outside performance classes, or create their own short plays. Study units will include both theory and practice: this will be a hands-on course involving collaborative group projects to familiarize students with basic design concepts and production techniques. The course may involve, to the degree possible, guest teachers from the field and field
visits to nearby theaters. Grading will be based primarily on a student’s attitude, effort, and investment in the course.

ADVANCED CHORUS (8)
This course is designed for those students who wish to continue pursuing a more advanced choral experience. Building from the experiences in Fundamentals of Musicianship and Middle School Chorus, students will be singing more challenging repertoire, explore 4-part literature, and delve deeper into music literacy. An emphasis on mature tone production, part independence, and accurate intonation will prepare the students to collaborate with the Upper School Concert Choir throughout the year. Advanced Chorus students are eligible and encouraged to audition for Jr. level Honor Choirs. Students are required to perform in any concert or program connected with the music learned. Skills and literacy tests are given occasionally throughout the year. All students in grades 6, 7, & 8 are eligible to audition for Jr. Academy Voices (an advanced select choral ensemble) at the beginning of the school year.

ELEMENTS OF CREATING MUSIC (8)
Students will continue to build on strong foundational skills in a music curriculum that focuses on the basic elements of creating music. Through composition projects, students will explore the elements of music, musical styles and genres, and experimental musical experiences. Students will utilize a Digital Audio Workstation software, such as Garageband or Pro Tools, as well as other digital and analog instruments in their composition work. In addition, students will learn the science behind recording and live sound production, with practical labs that will teach them how to set up recording and playback technology. Each term will culminate in a public presentation. Assessment will be based on creativity, preparation, personal progress, and performance confidence.

MIDDLE SCHOOL ORCHESTRA (8)
Middle School instrumental musicians build on the skills described in the Fundamentals of Musicianship curriculum. Instrumental ranges and dynamic ranges are expanded, styles of articulation and phrasing are emphasized, and techniques of rhythmic subdivision are taught. Balance, blend, and phrasing are developed. Creating a characteristic instrumental tone is emphasized. Music from the classical, jazz, and popular idioms is rehearsed while students are taught the historical context of each composition. The Middle School Orchestra performs three times per year at school concerts and in festival competitions off campus. Assessment is based on preparation, participation, and personal progress. Music reading and playing skills are tested throughout the year. Scheduled into the Middle School Orchestra program, students have the opportunity to play in the Full Orchestra, the String Ensemble, and the Jazz Band.

ENGLISH

ENGLISH 8: PERSONAL JOURNEYS
In English 8, students are introduced to classic literature like To Kill A Mockingbird, Romeo and Juliet, Of Mice and Men, and notable contemporary works, including poetry and short stories. The course title applies not only to the issues at the core of the texts, but also to emphasis on the development of distinctive personal style in student writing. Students practice rigorous textual analysis in order to develop increasingly sophisticated critical reading skills, with particular emphasis on the recognition and appreciation of literary style. Students expand their range of rhetorical strategies, investigating different analytical models to reinforce their control of argumentation in the formal essay. Students also compose their own poetry, modeling forms they study, and explore other modes of creative writing. Students are expected to become increasingly proficient editors of their own work and to learn to productively critique the work of others. In the classroom, students practice conversational skills with an emphasis on respectful, active listening, while taking increased responsibility for planning and leading discussions of the readings and writings.

HEALTH

RELATIONSHIP SKILLS: Interacting Effectively with Others (8)
Health 8 provides the framework of skills students will need to expand the comfort zones, to develop greater independence in the wider world, to cope effectively with moral and social dilemmas and to develop meaningful relationships. Through discussion, activities, role plays, projects, and written assessments, students have the opportunity to identify, explore and reflect on the factors that influence the development of one’s self-concept and to practice the skills necessary for healthy adolescent relationships such as critical thinking, risk assessment, communication, connection, collaboration and leadership. In addition, students engage in a physical health program designed to foster the knowledge, skills, attitudes and behaviors necessary to provide a foundation for life-long physical health competencies. The curriculum emphasizes the application of movement and strategy principles to large group and team activities, the development of a health enhancing fitness level and the introduction to more life-long activities such as tennis and swimming. Assessment is based on students’ level of mastery of skills in four areas: engagement in learning, self-sufficiency, cognitive and psychomotor domains.

HUMANITIES

WORLD CULTURES (8)
World Cultures examines the cultural regions of the non-Western world in order to gain a better understanding of what culture is and what factors make up and can change
culture. In addition to age-appropriate skill development in areas such as research, writing, reading, speaking, and note-taking, attention is paid to concepts relating to specific aspects of culture including economics, politics, religion, artistic expression, and social dynamics. Each unit of study aims to help students develop a variety of skills and to augment their interest in the global community. In addition to learning about cultural regions, students also study the United Nations; their study culminates in a U.N. simulation and a trip to the U.N. in New York City.

INTEGRATED SKILL-BASED LEARNING

CAPSTONE 8
The eighth grade spends the final nine days of the year involved in an intensive, experiential learning experience. The Capstone student-parent conference and our trip to Washington, D.C. ask them to examine and evaluate transitional moments in their personal histories, and the history of our country. Part one is a student-led conference for parents in which they need to present themselves as the product of their middle school experiences. This presentation requires the rather difficult skill of self-observation, and centers on questions like: What do I know about myself as a learner? How do I influence the decisions that are being made around me? What does success ultimately mean? In a very real sense, eighth grade is a “preparation for launch,” by making sure our students have the equipment to understand the outside world, and the larger world of NA’s Upper School. They will later travel to Washington DC and visit locations related to their World Cultures and Interactive Systems course work.

COMMON CLASS 8
One period per cycle is built into the schedule where the eighth grade gathers as a group for co-curricular activities, which range from watching a film and holding a model UN event, portfolio development, to kite building, or conducting a lab. This class is team taught by the eighth grade teacher team.

GROUP MEETING GRADE 8
This class meets once per cycle and it is an opportunity for students to meet with teachers, complete group work, meet with a math tutor or visit the middle school writing lab. Students are expected to use their time in this class to advance their academic standing at Newark Academy.

STUDY STRATEGIES (for all new 8th grade students)
Study Strategies meets once each cycle in the fall semester. The first meetings focus on the unique characteristics of different learning modalities and exercises to help each student determine their strongest modality. Other topics could include strategies for reading literature, reading in a textbook, making notes, increasing memory, preparing for tests and taking tests. While working on these topics students are exposed to research skills as well as word processing, and computer skills.

LANGUAGE

MIDDLE SCHOOL FRENCH B
This is an elementary course for students who have successfully completed the equivalent of Middle School French A. There is an increased emphasis on writing and use of accurate structures. Formal reading and listening comprehension exercises will be used. The use of the target language is expected in daily interactions. Culturally-focused research projects will occur throughout the year. Evaluation includes participation in and preparedness for class, and performance on written and oral assessments. 8th graders who wish to place into 2 Honors in the upper school must successfully complete this course with an A-average.

MIDDLE SCHOOL FRENCH C
This course is an intermediate course for students who have successfully completed the equivalent of Middle School French B. This course reviews and broadens students’ knowledge of fundamental structures and their oral and written expression, such as recounting stories in the past and making more extended and sophisticated presentations. Materials used include literature-based graded readers, magazines, news-papers and videos. Other forms of evaluation include participation in and preparedness for class, and performance on written and oral assessments. As an immersion style-class, the expectation is that both teachers and students will communicate exclusively in French. In the early spring, all students take a proficiency test that, in addition to their grade, determines their upper school placement. Students who wish to place into 2 Honors in the upper school must successfully complete this course with an A-average.

MIDDLE SCHOOL MANDARIN B
This is an elementary course for students who have successfully completed Mandarin A or equivalent. There is an increased emphasis on: pronunciation and tones, radicals and characters, listening, speaking, reading and writing in a communicative context. Entering/typing Chinese characters into computers will be covered in this class. Daily life topics will continue to be the focus of this course. Culturally-focused research projects will occur throughout the year. Evaluation includes participation in and preparedness for class, quizzes, and tests. 8th graders who wish to place into honors courses in the upper school must pass an oral and written proficiency test in addition to maintaining a B average. By the end of this year, students are expected to: comprehend Mandarin speech delivered at a normal or close-to-normal speed on the topics they have practiced; converse in accurate articulation and tones with native speakers of Mandarin about the topics they have practiced; and read and
understand passages containing 300 vocabulary items they have studied in the previous class.

**MIDDLE SCHOOL MANDARIN C**
This course is an intermediate course for students who have successfully completed the equivalent of Mandarin B. Students will continue to build their skills in typing, listening, speaking, reading and writing in a communicative context. Emphasis is on formation of phrases, expansion of vocabulary, dictionary skills, guided written assignments between 100-200 characters, and exposure to modern China and Chinese culture. Materials used include literature-based graded readers, magazines, newspapers, and videos. Other forms of evaluation include participation in and preparedness for class, quizzes, and tests. Since this is an immersion-style class, the expectation is that both teachers and students will communicate exclusively in Chinese. In the early spring, all students take a proficiency test that, in addition to their grade, determines their upper school placement.

**MIDDLE SCHOOL SPANISH B**
This is an elementary course for students who have successfully completed the equivalent of Middle School Spanish A. There is an increased emphasis on writing and use of accurate structures. Formal reading and listening comprehension exercises will be used. The use of the target language is expected in daily interactions. Culturally-focused research projects occur throughout the year. Evaluation includes participation in and preparedness for class, quizzes, and tests. 8th graders who wish to place into 2 Honors in the upper school must successfully complete this course with an A- average.

**MIDDLE SCHOOL SPANISH C**
This is an intermediate course for students who have successfully completed the equivalent of Middle School Spanish B. It reviews and broadens students’ knowledge of fundamental structures and their oral and written expression, such as recounting stories in the past and making more extended and sophisticated presentations. Materials used include literature-based graded readers, magazines, newspapers, and videos. Other forms of evaluation include participation in and preparedness for class, quizzes, and tests. As an immersion-style class, the expectation is that both teachers and students will communicate exclusively in Spanish. In the early spring, all students take a proficiency test that, in addition to their grade, determines their upper school placement. Students who wish to place into 2 Honors in the upper school must successfully complete this course with an A- average.

**MATHEMATICS**

**ALGEBRA 1**
In one year, this course covers Algebra in one and two variables, up through the solution of quadratic equations by factoring, completing the square, and the quadratic formula. The course stresses the structure and logical development of mathematics. The Honors sections move at a much faster pace and cover each topic in more depth. Prerequisite: Pre-algebra

**GEOMETRY**
This course in plane geometry covers the elements of analytic and solid geometry. The nature of proof, development of theorems from definitions and axioms, constructions, original exercises, analytic geometry of the straight line and of the circle are studied. The Honors section puts greater emphasis on formal proofs throughout the year. It also concludes with an extended introduction to trigonometry. Geometry Honors-8 is the same as Geometry Honors but designated for students in grades 7 & 8. Prerequisite: Algebra 1Prerequisite: Algebra 1

**ALGEBRA 2/TRIGONOMETRY**
This course in intermediate algebra covers the elements of analytic geometry and trigonometry. Students study quadratic and higher degree equations, graphing, inequalities, series and sequences, arithmetic and geometric progressions, analytical geometry extended to the central conics, trigonometry of oblique triangles, trigonometric equations and identities, exponents, logarithms and complex numbers. A graphing calculator is required. After successful completion of the course, students are prepared to take the Math Level 1 SAT Subject Test. The Honors sections proceed at a much faster pace and include additional topics, such as: trigonometric sum, difference, double and half angle formulas, and polar graphing and powers and roots of complex numbers. Prerequisites: Algebra 1 and Geometry

**PRE-CALCULUS HONORS W/ ALGEBRA 2/TRIGONOMETRY**
This course is special section of our Pre-Calculus Honors course, with admission by invitation only. It covers the concepts of both Algebra II/Trig Honors and Pre-Calculus Honors in one year. Students are expected to take the Math Level 2 SAT Subject Test upon completing this course. Prerequisite: Geometry Honors

**SCIENCE**

**INTERACTIVE SYSTEMS (8)**
This third year course of an integrated science curriculum builds on the skills acquired in previous courses. The course exposes students to several areas of science including Earth’s waters, weather and climate, human systems, and environmental science. The setup and manipulation of laboratory equipment and technology is integral to the course, and students illustrate their performance through written, and oral, reports. Evaluation methods include quizzes, tests, laboratory work, laboratory reports, class work and homework. Students must be in grade 8 to take this course.
NEWARK ACADEMY'S UPPER SCHOOL PROGRAM

Newark Academy's Upper School is an excellent setting for adolescents as they make the significant life transition from middle school to young adulthood. Three educational priorities lie at the forefront of our educational vision for adolescents: to provide an engaging, supportive, friendly and ethical environment; to offer the highest quality preparation for academic success at the university level; and to instill the tools and values needed to live successfully and happily as an adult.

As a college prep school, we take seriously our call to educate students in the skills they will need to excel at the university level and beyond. This means training them to be high quality writers, researchers, speakers, problem-solvers, collaborators, and critical thinkers. This training occurs in and out of the classroom. We also take seriously our call to help adolescents make the essential and healthy transition from dependence to independence. To that end we give Upper School students a significant amount of responsibility and freedom, trusting that they will respond accordingly. They do. Some examples of our culture of student responsibility include: having them serve on faculty committees; expecting their voice to lead in educational discussions about them; giving them free periods instead of study halls; and providing them with scores of leadership roles.

While Newark Academy's four-year Upper School experience represents a unity unto itself, each year is an important component and each has its own vision.

**Ninth grade** at Newark Academy is a year in which three themes are emphasized. Academically, students begin to master the analytical argument. Notions of proof, thesis, evidence, and counterclaim occur across subjects, albeit by different names—e.g. a proof in Geometry, a thesis in an English or Humanities paper, and an hypothesis in a Biology lab report. Second, students continue to master the executive functioning skills necessary to be a high functioning, self-reliant adult. These include managing a schedule, planning ahead, keeping track of work, and communicating—with teachers, advisors, peers and parents. Finally, ninth graders work on the interpersonal skills necessary to navigate the social environment at NA and the world beyond. Fundamental to the growth in these areas are Peer Groups and Advisor Groups, as well as a myriad extracurricular opportunities which ninth graders should explore in earnest.

**Tenth grade** at Newark Academy is a year of identity. Newark Academy gives much attention to sophomores, not letting them fall through any cracks. Each student has a meeting with the Upper School Principal to plot out his or her future courses, to establish an individualized timeline for college testing, and to review and reflect upon his or her extracurricular commitments. Tenth graders make important decisions about whether to pursue larger opportunities as upperclassmen, such as the IB Diploma Program or Off-Campus Study. In tenth grade, much of the coursework becomes more abstract and more differentiated by ability and interest. By the end of the year, nearly all sophomores master the study skills needed to succeed in NA's rigorous program. Some identify their academic strengths and longer-term interests and begin to narrow their extracurriculars to those of the most enduring personal importance.

**Eleventh grade** at Newark Academy is a medley of increased concentration, freedom and self-reflection. It is a time when many students have assembled a full load of advanced courses and when others have begun to raise their intellectual game to the next level. Increased academic focus is common as energies regarding their future begin to swirl around them and eventually take center stage. Junior year may include fewer curricular requirements and more options for advanced courses and electives. Students often take advantage of this by enrolling in an elective of interest. Finally, eleventh graders must engage in self-reflection in order to enter the college search process honestly, seeking to find the set of colleges that best matches their strengths and interests.

**Twelfth grade** at Newark Academy is a year of intensity, leadership and, finally, appreciation. With over a third of the class pursuing the full IB Diploma and nearly all others taking individual IB and AP courses and with much of their psychic energies devoted to the college application process, the fall of senior year is a busy and intense time. As the year progresses, some seniors successfully shift their energies outward, often into their leadership responsibilities in the school community. As their year—and time at NA—comes to a close, most seniors have made the important existential shift from extrinsic to intrinsic learner, recognizing that there is lots to learn and embrace for its own sake, not merely for a transcript. Finally, most depart NA with a great appreciation for the special opportunities and relationships that marked their high school experiences.
THE ACADEMIC PROGRAM

International Baccalaureate (IB) Diploma Program
Newark Academy was the first school in New Jersey (1991) authorized to offer the IB Diploma Program and has been unusually successful in its diploma acquisition rate (92%). IB is a rigorous two-year curriculum whose breadth and depth of inquiry challenge very able students. While it is highly respected by universities, NA students are encouraged to pursue it primarily for intrinsic reasons, intellectual rewards and international perspective. Some students also pursue it for a practical reason: admissions to foreign universities. Strong performance on the culminating exams leads to college credit and/or advanced standing at most colleges and universities. Newark Academy offers explicit preparation for thirty (30) IB exams across all disciplines. While nearly every NA student takes individual IB courses, about one-third of each grade chooses to pursue the full IB Diploma Program. The Program’s four required components and other unique features are described in detail at the end of this Guide.

Advanced Placement (AP) Courses
Advanced Placement courses designed by the College Board provide college level work for high school students. Strong performance on the final exams often leads to college credit and/or advanced standing at colleges and universities. Newark Academy offers explicit preparation for AP exams across academic disciplines, some of which are taken en route to more advanced, IB work. For AP testing information, contact the Dean of Faculty, or visit www.collegeboard.com.

Note: students not enrolled in NA courses that are associated with AP exams may request to take one of these AP exams, assuming they have prepared on their own. To do so, the must gain permission of the Upper School Principal by March 1. NA does not provide AP exams in subjects not affiliated with our AP coursework.

IB and AP Exams
As noted above, IB and AP coursework are hallmarks of Newark Academy’s academic program. These rigorous courses culminate in standardized exams in May. Students in an AP or IB course are required to take the associated exam, the fees for which are paid by the student. Newark Academy registers students for these tests and administers them at the school. High exam scores can result in advanced placement and/or course credit in college. As each college has its own policy regarding IB and AP exam results, individual colleges and their relevant departments should be consulted in order to learn specific policy information. Any student who does not make a good faith effort on the standardized exam will remain enrolled in the course until the end of the school year and will take a faculty-made assessment at that time.

Academic Electives
In addition to our core departmental courses and to the IB and AP courses (above), Newark Academy offers many academic elective courses. Juniors and sophomores typically take an elective as an extra (sixth) academic course. Seniors, particularly those who would like to concentrate in one area and who may be enrolled in several advanced courses, often take an elective as their fifth course. Designed by faculty members, all elective courses are “untethered” to standardized curricula: this allows for increased flexibility, in terms of scope and concentration. Academic electives cover a wide spectrum of topics and student interest. A sampling appears below.

Creative Writing  Engineering, Technology & Design  Genius & Insanity  Holocaust and Genocide Studies  Sociology of Race
Mobile Application Design  Neuroscience  Film Studies  Astronomy & Astrophysics  STEMinar

Curriculum Committee
Proposals for new courses and curricular changes are considered by Newark Academy’s Curriculum Committee, which is composed of a faculty member from each department, four Upper School students, and academic administrators. While a proposal must be supported by and brought to the Committee by the relevant department or division for consideration, the initial idea for a curriculum change may come from any member of the school community, including students.
## Upper School Course Offerings - part 1

<table>
<thead>
<tr>
<th>Grade</th>
<th>ENGLISH</th>
<th>MATHEMATICS</th>
<th>SCIENCE</th>
<th>HUMANITIES</th>
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<tbody>
<tr>
<td>9</td>
<td>Literature and Composition</td>
<td>Geometry (Hon)</td>
<td>Biology</td>
<td>Ancient World</td>
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<td></td>
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<td>Algebra2/Trig (Hon)</td>
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<td>10</td>
<td>American Literature</td>
<td>PreCalcul (Hon)</td>
<td>Chemistry (Hon)</td>
<td>American Experience AP U.S. History</td>
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<td>Creative Writing Wkshp</td>
<td>PreCalc wAlg2/Trig</td>
<td>Calculus</td>
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<td>IB Math Studies</td>
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<td></td>
<td>Creative Writing Wkshp</td>
<td>AP Calculus AB</td>
<td>Physics Hon/IB Physics</td>
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<td>AP Calculus AB/BC</td>
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<td>Differential Equations</td>
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<td>Multivariable Calculus</td>
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<td>Abstract Algebra-F</td>
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<td>Linear Algebra-S</td>
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<td>Non-Euclidean Geo-F</td>
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<td>Number Theory-S</td>
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<td>Politics of Change Holocaust &amp; Genoc.-F</td>
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<td>Creative Writing Wkshp</td>
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<td>Economics-S</td>
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<td></td>
<td>Adv. Programming</td>
<td>Neuroscience</td>
<td>Sociology of Race - S</td>
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<td>STEMinar 1*, STEMinar 2*</td>
<td>Engineering-F</td>
<td>AP Art History</td>
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<td>Adv. Physics w Calc</td>
<td>Biotechnology</td>
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<td>AP/IB Environmental</td>
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<td>IB Physics HL</td>
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<td></td>
<td>Adv. Physics w Calc</td>
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</tbody>
</table>

### Minimum graduation requirement: 84 credits

*Full-time, year course = 4 credits. Full-time, semester course and half-time course = 2 credits.*

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>4 years</th>
<th>3 years, during H.S.</th>
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<tr>
<td></td>
<td></td>
<td>(2 of: Bio, Chem, Phys)</td>
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<td>(Gr. 9-11 course sequence)</td>
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</tbody>
</table>

Courses in *italics* are open-enrollment electives. *Part-time courses
All others are core courses or those with pre-requisites or other eligibility qualifications.
**Upper School Course Offerings - part 2**

<table>
<thead>
<tr>
<th>Grade</th>
<th>LANGUAGE</th>
<th>ARTS</th>
<th>HEALTH</th>
<th>ADMIN.</th>
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<tr>
<td>9</td>
<td>French 1</td>
<td>Visual Arts</td>
<td>9: Emerging Sexuality</td>
<td>Public Speaking</td>
</tr>
<tr>
<td></td>
<td>Mandarin 1</td>
<td>Drawing</td>
<td>Water Safety</td>
<td>Peer Group</td>
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<td>Spanish 1</td>
<td>Advanced Drawing</td>
<td>Fitness: Level 1</td>
<td>(Study Hall)</td>
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<td>French 2 (Hon)</td>
<td>Advanced Painting</td>
<td>Yoga (elective)</td>
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<td></td>
<td>Mandarin 2</td>
<td>Ceramics</td>
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<td>Advanced Ceramics</td>
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<td>French 3 (Hon)</td>
<td>Digital Photography</td>
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<td>Mandarin 3</td>
<td>Filmmaking</td>
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<td>Advanced Filmmaking</td>
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<td>Advanced Art</td>
<td>Advanced Art (11-12)</td>
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<td>French 2 (Hon)</td>
<td>Performing Arts</td>
<td>10: Fitness and Nutrition</td>
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<td>Mandarin 2</td>
<td>Concert Choir*</td>
<td>Driver’s Education/Drug &amp; Alcohol Education</td>
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<td>Spanish 2 (Hon)</td>
<td>Choir Sectional*</td>
<td>Keeping the Balance</td>
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<td>French 3 (Hon)</td>
<td>String Ensemble*</td>
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<td></td>
<td>Mandarin 3</td>
<td>Orchestra*</td>
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<td>Spanish 3 (Hon)</td>
<td>Wind Ensemble*</td>
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<td>IB French II</td>
<td>Jazz Band*</td>
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<td>Adv Mandarin II</td>
<td>Advanced Jazz *</td>
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<td>IB Spanish II</td>
<td>IB Dance HL (11-12)</td>
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<td>French 3 (Hon)</td>
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<td>11: Ethical Action/Social Responsibility</td>
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<td>Life PHActs</td>
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<td></td>
<td>IB Spanish III</td>
<td>IB IB Advanced Acting (11-12)</td>
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<td>IB Spanish III</td>
<td>IB IB Theatre HL (11-12)</td>
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<td>IB Spanish III</td>
<td>Acting Skills</td>
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<td>12: Senior Seminar</td>
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<td>PIPA</td>
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<td>IB French III</td>
<td>IB IB Theatre HL (11-12)</td>
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<td>Adv Mandarin II</td>
<td>IB IB Acting</td>
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<td>IB Spanish III</td>
<td>IB IB Theatre HL</td>
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<td></td>
<td>IB Spanish III</td>
<td>IB IB Theatre HL</td>
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</tbody>
</table>

**Graduation Requirements**

- ACTFL "proficiency" (typically, after level 3)
- 1 year, full-time, in 1 Arts discipline
- 4 years
ARTS
In the Upper School, Art courses are scheduled so that a student can concentrate on one area per year, full-time. Therefore, it may not be possible to change areas during a school year without a change to the student's overall schedule.

VISUAL ARTS
DRAWING 1 – fall
Drawing 1 is an intensive survey of drawing techniques. Students spend time working on the rendering of line, form, shadow and light. Students learn to express themselves while considering problems of perspective, object and form, light and shade, and texture. The primary focus for the students is working from observation. Students use pencil, pen and ink, chalk and a variety of other media. Grading is based on preparation, participation, quality of the work, and personal progress.

DRAWING 2: Drawing with Colors – spring
This continuation of Drawing I introduces the student to a technical as well as an artistic approach to the use of color. The student learns color theory through a variety of color exercises. Drawing skills are utilized in order to develop a greater understanding of composition. There are opportunities for students to create mixed-media pieces, utilizing collage, paint and pastel. Focus is placed on the elements and principles of design. Building skills, developing creative imagery and using an experimental approach are key. Evaluation is based on preparation, participation, quality of the work, and personal progress.

ADVANCED DRAWING
Offered each semester when space is available. This course is designed for the student who has a desire to pursue drawing beyond the introductory level. Drawers will continue their exploration of the medium and would be further challenged by considering size, format and quantity in their projects. The assignments for Advanced Drawing would help nurture ability and direction while providing a framework that would operate in conjunction with Drawing. Advanced drawers would be expected to contribute, participate, and add to the critiques and discussions. Grading is based on effort, attitude, participation, and artistic growth. There is a $25 course fee per semester for supplies and materials. Prerequisite: Drawing and teacher permission.

PAINTING 1 – fall
This beginning course introduces the student to technical and artistic approaches to watercolor painting. This course teaches every aspect of the painting process including stretching paper, various painting techniques and applications, and proper presentation of a finished watercolor painting. Through exercises and demonstrations, each student begins to develop their own style as well. An exploratory approach allows students to discover the strengths of this medium so that they can begin to communicate through this process. Emphasis is put on individual instruction and group critiques so that the students develop art appreciation and criticism skills as well. Each project builds on the one before utilizing a specific technique or application, so that the beginning painter experiences success through expression, creativity and technical proficiency. Evaluation is based on preparation, participation, the quality of the work and personal growth. Students are required to purchase a paint kit for this class.

PAINTING 2 – spring
This course builds on the foundation skills learned in Painting I, as the students now get the opportunity to explore both acrylic and oil based mediums. Although many techniques carry over, students learn new ways to maximize the effect and properties of these heavy-body paints. Students further their understanding of expression through painting. More emphasis is put on personal process as each student begins to define, explore and streamline his or her own style. Students also learn how to stretch canvas and prepare wooden panels for painting. Evaluation is based on preparation, participation, effort and artistic growth. Students are required to purchase a painting kit for this class. Prerequisite: Painting 1

ADVANCED PAINTING
Offered when space is available. This course is designed for the student who has a desire to pursue painting beyond the introductory level. Painters will continue their exploration into at least two different media, while also learning new techniques and applications. Students will meet individually with the teacher to discuss the direction they want to pursue over the course of the semester. From this discussion, the student will define a portfolio of pieces that they intend on making. These decisions will include type of media, size, format and subject matter. Although there will be ample time to experiment, the student will then set out to achieve the stated goals. Grading will be based on effort, attitude, artistic growth and the ability to complete the pre-defined portfolio. Prerequisite: Painting 1 and 2, and/or teacher permission.

CERAMICS 1 – fall
This course is an introduction to the process of creating ceramic art. Students are taught the three hand-building
techniques of pinch, coil and slab construction. The main objective is to explore the fundamentals necessary to understand both the possibilities and the limitations of working with clay. Information is presented through demonstrations as well as slide lectures that expose the students to other artists working in this medium. Grading is based on works presented at critique, sketchbook plans, and personal progress.

CERAMICS 2 – spring
This course is an extension of Ceramics 1, but the sculptural assignments are more challenging and require personal interpretation. The use of the potter’s wheel is introduced and the students are asked to produce simple functional forms. More advanced techniques, such as airbrushing and mold making are presented. In the second half of the term, students are asked to select an area of concentration and apply these skills to a body of work for review. Grading is based upon works presented at Critique, sketchbook plans and personal progress. Prerequisite: Ceramics 1

ADVANCED CERAMICS
Offered each semester when space is available. This course is designed for the student who has a desire to pursue the study of the ceramic art at a more advanced level. Potters will learn to create complex forms that involve such things as lids, handles and the creation of sets. More complex glazing and firing processes are presented. Sculptors will be given challenging assignments that leave room for personal expression and creativity. As they move through the term, they are encouraged to explore their own ideas and move beyond teacher driven assignments. Grading is based on the quality of the work presented at critique, sketchbook plans as well as personal progress and growth. Prerequisite: Ceramics 2; teacher permission.

DIGITAL PHOTOGRAPHY – full year
This course will explore the fundamentals of digital photography with an emphasis on the development of a personal, photographic point of view. Students will begin to master camera skills and photo editing software, so they can make intentional and creative choices in their work. Attention to light, exposure, composition, as well as an understanding of camera settings and shooting modes, will empower students to capture and edit dynamic images that reflect their own vision and ways of seeing. Through guided in-school photo-shoots, presentations and a variety of individual and collaborative projects, students will create a body of work-in print and online. Content areas include narrative photography, portraiture and digital imaging and compositing. Students will work with DSLRs and phone cameras to understand the possibilities of both.

FILMMAKING – full year
This course is designed for visual artists who share a passion for motion pictures and want to learn by making their own projects in a hands-on intensive program. Through instruction in the essential principles of dramatic writing, camera operation, production, direction, lighting design, sound recording and editing techniques, students develop a basic competence in the practice of filmmaking. In addition, students will become familiar with the aesthetic requirements of the medium and have the opportunity to develop a personal approach to film production that presents their view of the world through concept, design and storytelling. Grading is based on preparation, participation, and personal progress.

ADVANCED FILMMAKING – full year
Offered each semester when space is available. This course is designed for the student who has a desire to pursue film-making beyond the introductory level. Film makers will continue their exploration of the medium, through more complex applications of techniques in both pre and post-production, such as dramatic writing, camera operation, composition, lighting design, sound recording, visual effects and editing techniques. The emphasis will be on personal expression and creativity. Advanced filmmakers would be expected to contribute, participate, and add to the critiques and discussions of the Film Making class. Students are expected to be self-driven and independent learners. Grading is based on effort, participation, and artistic growth. (Prerequisite: two semesters of Filmmaking)

ADVANCED ART (11-12) – full year, by application
This rigorous course is offered to highly motivated students who have a passion for the visual arts and previous experience in the studio. Juniors work in a teacher driven atmosphere where assignments, demonstrations, lectures and workshops offer the students a foundation in art production that is both technical and conceptual. The curriculum includes the study of the elements and principles of design, while exposing students to a variety of media for experimentation and development. This first year foundations program provides a platform for more independent work in the senior year of study when a portfolio is assembled. Evaluation is based on the productive use of class time, works of art presented at critique, and a sketchbook that is submitted for review on a monthly basis. Application: Students who have completed two semesters of visual arts and who have strong skills may submit a portfolio and a statement of intent as part of the application process to take this course. Individual interviews will be held in March of the preceding year with all prospective candidates. Note: There is a $100 studio lab fee allowing students to make use of all of the supplies in every medium.

IB VISUAL ART (11-12, two-year course), by application
This rigorous course is offered to highly motivated students who have a passion for the visual arts and previous
experience in the studio. IB Juniors will begin in a teacher

driven atmosphere where assignments, demonstrations, lectures and workshops offer the students a foundation in art production that is both technical and conceptual. The curriculum includes the study of the elements and principles of design, while exposing students to a variety of media for experimentation and development. This first year foundations program provides a platform for more independent work in the senior year of study when a portfolio is assembled. IB students are expected to invest in both studio production and academic research throughout the program, while preparing a strong body of work for review by an outside examiner in April of the senior year. Application: Students who have completed two semesters of visual arts and who have strong skills may submit a portfolio and a statement of intent as part of the application process to take this course. Individual interviews will be held in March of the preceding year with all prospective candidates. Upon review of all of the applicants, the IB designation will be offered to those who are most likely to have success with the rigorous IB curriculum and exam process. Note that there is a $100 studio lab fee allowing students to make use of all of the supplies in every medium.

MUSIC – INSTRUMENTAL AND CHORAL
All music courses are offered each semester.
Some courses meet twice per cycle for half credit.

STRING ENSEMBLE – 2 meetings per cycle
The String Ensemble is offered to 9th through 12th grade string players. Intermediate and advanced instrumental techniques are taught such as phrasing, balance, and stylistic use of the bow, vibrato, and shifting. Total literacy in the language of music is encouraged, including reading of complex rhythms and fluency in all key signatures. Music of all genres and eras is studied and performed. String Ensemble members form the core of the Orchestra and perform 4-8 times per year and are encouraged to audition for Regional and Allstate groups. Assessment is based on preparation, participation and personal progress. Recorded and written skills tests are given throughout the year. 11th and 12th grade students who are willing to fulfill some additional requirements may take String Ensemble for honors credit.

ORCHESTRA – 2 meetings per cycle
The Upper School Orchestra meets twice per cycle and is scheduled in conjunction with the String Ensemble and Wind Ensemble. It is open to intermediate and advanced string, woodwind, brass, percussion, and keyboard players. The Orchestra performs symphonic masterpieces from the Baroque through Contemporary eras, and tours every other spring. Outstanding musicians are featured as soloists in the many performances throughout the year and are encouraged to audition for Regional and Allstate groups. Assessment is based on preparation, participation and personal progress.

WIND ENSEMBLE – 2 meetings per cycle
Wind Ensemble is offered to woodwind, brass, percussion, and keyboard players. Intermediate and advanced instrumental techniques are taught, such as phrasing, balance, and stylistic use of dynamics and articulation, and tuning. Total literacy in the language of music is encouraged, including reading of complex rhythms and fluency in all key signatures. Music of all genres and eras is studied and performed. The Wind Ensemble performs 4-8 times per year, and members are invited to play in Full Orchestra two times per cycle. Assessment is based on preparation, participation, and personal progress. Recorded and written skills tests are given throughout the year. Outstanding musicians are featured as soloists in the many performances throughout the year and are encouraged to audition for Regional and Allstate groups. Assessment is based on preparation, participation and personal progress.

UPPER SCHOOL JAZZ BAND – 2 meetings per cycle
The Upper School Jazz Band meets twice per cycle. The Jazz Band performs works from the Big Band repertoire with a concentration on Ellington, Basie and Mingus. Intermediate and advanced instrumental techniques are taught, such as phrasing, balance, and stylistic use of dynamics and articulation, and tuning. Total literacy in the language of music is encouraged, including reading of complex rhythms, and fluency in all key signatures. Part tests and scale tests are given throughout the year. In the second term all students will have an opportunity to work on improvising in class. Advanced musicians are encouraged to audition for Regional and Allstate groups. Drummers taking this course should already have experience playing the drum set. Assessment is based on preparation, participation, and personal progress.

CONCERT CHOIR – 2 meetings per cycle
Concert Choir is designed to provide students the experience of singing in a large ensemble. This course is for beginners as well as experienced singers. The curriculum includes the study of correct breathing, posture, exploring range and timbre, building musicianship skills, (i.e. sight-singing), teaching ensemble techniques such as phrasing, balance, and understanding music theory. Students are exposed to a wide range of repertoire from Baroque literature, spirituals, jazz, and multi-cultural songs to contemporary music. Students are required to perform in all concerts or programs connected with the music learned. Assessment is based on preparation, participation, and personal progress. Concert Choir is designed to be taken in conjunction with Choir Sectional (below), and together fulfill a full credit in choral music. Any student interested in auditioning for the co-curricular select
chorus, Academy Voices, which rehearses one evening each week, is required to be enrolled in Choir Sectional and/or Concert Choir. Auditions for Academy Voices are held in May of the preceding year.

**CHOIR SECTIONAL – 2 meetings per cycle**
Choir Sectional is designed to provide individualized vocal instruction to students. Beginners, as well as experienced singers will be exposed to a variety of solo literature selected from Classical and Musical Theater anthologies. Ear-training and sight-reading skills are taught at an in-depth level. Any student enrolled in Choir Sectional will learn all repertoires for Concert Choir and is required to perform in all concerts or programs connected with the music learned. Assessment is based on preparation, participation, and personal progress. Choir Sectional is designed to be taken in conjunction with Concert Choir (above), and together fulfill a full credit in choral music. Any student interested in auditioning for the co-curricular select chorus, Academy Voices, which rehearses one evening each week, is required to be enrolled in Choir Sectional and/or Concert Choir. Auditions for Academy Voices are held in May of the preceding year.

**IB MUSIC – (11-12, two-year course), by audition**
This rigorous music course is an immersive study of the musical cultures from around the world. While developing a solid foundation in Western music theory, history, and analysis, students will learn to recognize the differences and the links between a variety of musical styles. Through such a study of music, students learn to hear relationships of pitch in sound and pattern in rhythm. Using musical terminology students will learn to critically analyze music through directed listening, as well as knowledgeably answer questions pertaining to prescribed works of study. Although much of the class (50%) prepares students for the academic external assessment, the internal assessment is performance and/or composition focused (50%). Students will need to demonstrate a high level of proficiency in either solo or group performance, (vocally and/or instrumentally) or through composition. Participation in Newark Academy’s performance ensembles, or outside ensembles, can fulfill this performance requirement. Individual auditions/interviews will be held in March of the preceding year with all prospective candidates. Upon review of all the applicants, the IB designation will be offered to those students who are most likely to succeed with the rigorous IB curriculum and exam process. No official pre-requisite or co-requisite is required, however two years of full credit enrollment in Upper School curricular performance ensembles (e.g. Concert Choir) is encouraged.

**DANCE**
All dance courses are offered each semester, unless otherwise specified.

**INTRODUCTION TO DANCE**
This class is designed for the beginning mover. Students will learn correct body alignment and work on flexibility. They will be exposed to a variety of styles including elements of jazz, modern and ballet. In the fall and spring terms, students perform in the dance concert. Students are assessed on preparation, participation and three to five, graded homework assignments which may include watching a dance company on video and writing some reactions to it, reading a short selection about the type of dance they are studying, quizzes on dance vocabulary, research on a dancer or company in the style they are studying, or creating short works of student choreography.

**INTERMEDIATE DANCE**
This is a technique class for dancers with previous experience. Generally, students with prior dance experience spend one or two years in Intermediate Dance to prepare for the Advanced/IB level. Students focus primarily on jazz, modern, and ballet and are exposed to world dance forms each winter with guest artists. Choreography is also a focus, as students learn and practice principles of composition for solos and group work. Students continue to watch professional dancers on video, and read articles to further their knowledge of dance history. They also study important dance vocabulary, learn how to teach various parts of a dance class, and learn how to write analytically about dance. In both terms, students perform in the dance concert. Students are assessed on preparation, participation and three to five homework assignments per term. Prerequisite: Dance 6, 7, & Introduction to Dance, or permission of instructor

**ADVANCED DANCE – by permission of instructor**
This is a technique class for serious dancers who have extensive dance experience. Students will do advanced work in many dance techniques including tap, jazz, ballet, modern, Latin dance, elements of improvisation, yoga and Pilates. In the winter term, students are treated to a “guest artist series” where dancers learn from professionals in a variety of world dance forms. Students are challenged through more complex choreography and perform two separate works in the fall and spring dance concert. They also become more independent, as they do an in-depth choreography project that includes choreographing a solo or a duet on their own. Students continue to watch professional dancers on video, study important dance vocabulary, and learn how to teach various parts of a dance class. Students are assessed on preparation, participation and three to five, graded homework assignments. Individual interviews will be held in March of the preceding year with all prospective candidates. Upon review of all the applicants, the Advanced Dance designation will be offered to those students who are most likely to succeed without the additional demands of the IB curriculum and exam.
process. Prerequisite: Intermediate dance and permission from the instructor.

IB DANCE (11-12, two-year course), by permission of instructor
This is a technique class for serious dancers who have extensive dance experience and who also want to go further in their dance study by doing individual work in research and choreography. Students will do advanced work in many dance techniques including tap, jazz, ballet, modern, improvisation, and yoga. Over the 2 years, students must produce 8-15 minutes of their own choreography made up of 3 separate pieces: a solo, a duet, and a group piece. They also complete a 2500 word “world dance investigation paper” which compares a familiar and unfamiliar dance form. Students also write a 1000 word composition and analysis statement reflecting on their choreography as well as program notes for all of the pieces they perform in. Students are primarily assessed with the IB rubrics on their performances, compositions, and writing assignments, although preparation and work-ethic in class are also evaluated as part of the final grade each term. Students take this course at the IB Higher Level (HL) in their junior and senior years. Individual interviews will be held in March of the preceding year with all prospective candidates. Upon review of all the applicants, the IB designation will be offered to those students who are most likely to succeed with the rigorous IB curriculum and exam process. Prerequisite: Intermediate dance and permission from the instructor.

THEATRE

ACTING SKILLS 1 – fall
This introductory workshop course is offered to all upper school students who wish to increase their level of self-confidence and develop their own resources as expressive agents. This course benefits both the novice as well as the more experienced stage performer by providing ample opportunities for students to progress at their own pace. This is not a performance-oriented course. Using Snyder’s Dynamics of Acting as a primary resource, students participate in theatre games, improvisational acting, pantomime and oral interpretation. Homework is assigned on an occasional basis. Students will also be introduced to the fundamentals of playwriting and will be required to write a brief play. Grading is based on preparation, participation, and personal progress.

ACTING SKILLS 2 – spring
During the second half of the year, the additional element of public performance is gradually introduced. After a more in-depth study approaching improvisation from a more dramatic and truthful perspective, students are then led in the development of a non-verbal theatre piece to be performed for other classes. Completing the yearlong study of acting skills involves the careful study of Michael Shurtleff’s Audition. Students will be able to provide excellent scene analysis as a result. This course culminates with students being assigned a partner and a brief two-person scene from a published dramatic work. Students perform these scenes at the end of the term and are carefully critiqued. Grading is based on preparation, participation and personal progress. Prerequisite: Introductory Acting Skills 1, or permission from the instructor. Note: At the successful conclusion of this course, students interested in pursuing further study of theatre may take Intermediate Acting Skills or may audition in early spring for the IB Theatre/Advanced Acting class.

INTERMEDIATE ACTING SKILLS
Fall Semester- Improvisational Acting. Although touched upon in Acting Skills, this intensive study uses “Truth in Comedy” as a basis for study. Improvisational acting is an art form that demands a careful and thoughtful study of skills needed to be a successful improvisational actor. While some people seem to be a ‘natural in improvisation,’ others struggle. However, all students can improve their improvisational skills through a carefully guided exposure to this fun and seemingly simple, yet complex area of study. Strengthening one’s improvisational skills often lead directly to increased confidence on stage in diverse situations, scripted or not. Spring Semester- Scene study & Monologue Preparation. Students will have the opportunity to further develop the skills of scene study and monologue preparation in a “workshop style” class. Students will learn the essentials of scene selection, scene rehearsal techniques, and textual analysis, bringing all of these elements to fruition in performance. Students may also be asked to work with a partner and write an original scene for performance. Monologue preparation will require students to select appropriate monologues, both contemporary and classical, for an audition situation. The “workshop style” of instruction will require students to prepare work outside of class and then bring it in for evaluation from peers and from the instructor.

ADVANCED ACTING SKILLS (11-12) – by audition
This course is designed for those students who possess a strong sense of purpose, self-discipline and genuine interest in the rigorous study of theatre. Students in this course will be joined by IB Theatre students (see below) and will be exposed to the IB Theatre curriculum. The Advanced Acting Skills designation will be determined following auditions and will be offered to those students who are most likely to succeed without the additional demands of the IB Theatre assessments. The two-year curriculum includes the study of improvisation, scene study, acting theory, ensemble work, playwriting, directing and exposure to Western and non-Western texts and theatrical practices. Fall and spring semesters culminate
ENGLISH

English courses are full year, unless otherwise stated.

CORE COURSES

LITERATURE & COMPOSITION (9)

This foundational course teaches the necessary skills to be a thoughtful student of literature. As students engage with a variety of literary genres, they learn to be active readers, critical thinkers, and persuasive writers. Students write in both analytical and creative modes, while practicing the art of self-expression through poetry recitation, personal essay, and intellectual dialogue. The course puts particular emphasis on the interpretation of text as the basis for analytical composition. As intellectual fodder, this course immerses students in a wide range of literary traditions, with classics like Macbeth, modern explorations of other cultures like Persepolis, alongside more familiar favorites like The Catcher in the Rye.

AMERICAN LITERATURE (10)

By examining a range of genres and voices in American Literature — from the poetry of Emily Dickinson to the plays of Tennessee Williams and the prose of Toni Morrison and F. Scott Fitzgerald — this course asks questions about American identity. Those questions in turn become the fodder for strengthening skills in critical reading, creative thinking, analytical writing, and clear communication. The course seeks to cement those skills introduced in Literature & Composition while demanding a higher level of independent thought.

IB THEATRE HL (11-12, two-year course), by audition

This course is designed for those students who possess a strong sense of purpose, self-discipline and genuine interest in the rigorous study of theatre. Students in this course will be joined by IB Theatre students (see below) and will be exposed to the IB Theatre curriculum. The IB Theatre HL designation will be determined following auditions. The two-year curriculum includes the study of improvisation, scene study, acting theory, ensemble work, playwriting, directing and exposure to Western and non-Western texts and theatrical practices. IB Theatre students must complete four major assessments with much of the work occurring outside of class. These assessments are research based and require strong writing skills. Fall and spring semesters culminate with the performance of a major scene or original work. Every other year in January there is a 24-hour overnight playwriting festival. Grading is based on daily preparation, participation, personal progress and the successful completion of all assignments. Auditions for this course are held at the beginning of the preceding spring semester. Pre-requisite: successful completion of one year of acting or with permission from the instructor.

WORLD LITERATURE (11)

In World Literature, juniors navigate the globe in pursuit of some of the greatest literary works from a wide range of cultural traditions. The tour may make stops anywhere from Shakespeare’s Globe (Hamlet) to a small 20th century Latin American village (Chronicle of a Death Foretold). The course focuses on developing the skills necessary to be excellent students of literature: independent thinking, close reading, and analytical essay writing. Students not only examine how authors reflect on the world around them, but also ponder their own place in an ever-changing world. Seminar-style classes help students deepen their understanding of the texts, while assignments and exercises help them formulate well-structured and personal critical responses. World Literature students with an A or an A- plus their teacher’s recommendation are eligible to enroll in IB English HL for senior year, pending completion of two weeks of summer work at Newark Academy.

IB ENGLISH (11)

IB English seeks to develop the skills necessary for students to become mature literary critics: critical thinking, close reading, and analytical writing. Discussion-based classes help students reach a more nuanced understanding of texts from a range of literary traditions, while the course’s writing assignments push students to formulate well-structured and original argumentative responses. Sample texts include works by Joyce, Heaney, Marquez, Murakami, Plath, and Shakespeare. This course allows students to meet the additional requirements of the IB Program, including the completion of the Written Assignment and various oral assignments. Students must take either the IB English Standard Level exam in May or the Higher Level exam in their senior year. While this course does not explicitly prepare students for the AP English Language exam, they are encouraged to sit for the exam in early May. Prerequisite: American Literature students with either an “A” or above or a B+ and their teacher’s recommendation are eligible for the two-year HL course. IB Diploma candidates who are “B+” American Literature students or “B” students with their teacher’s recommendation may take this course for eleventh grade only, seeking SL credit.

SENIOR ENGLISH: Food & Literature (12) – fall

Today, food is a matter of cultural and literary obsession, but the best writers have always chronicled their gustatory
and gastronomic experiences as part of the expression of being human. From “avant-garde” literature to contemporary journalism, food provides a fascinating lens through which to study the individual and cultural psyche, as well as the creation of literature. When and how do food, memory, and creativity intersect? How do novelists and memoir-writers use eating scenes structurally and thematically in their works? Can flavors inspire poetry? Exploring diverse questions such as these, we will focus on food as a means of furthering our study of literature in various genres. Beginning with the experiments of authors in the 1920’s and concluding with recently published work, this course will provide a taste of some of the most compelling food writing of the past century. Readings will include such diverse writers as Proust, Woolf, Hemingway, Steingarten, Pollan, and Foster Wallace.

SENIOR ENGLISH: Twenty-First Century Drama (12) – spring
“The play was a great success, but the audience was a disaster,” Oscar Wilde famously said. A play represents the possibility of literature coming to life, but great works of drama can’t come alive without responsive readers and viewers. In this course, we will read twenty-first century plays exclusively, focusing on dramas that grapple with the social, political, and economic issues of our own time. We will explore, through close reading, how each work treats ever-evolving ideas about family, race, gender, spirituality, and sexuality. We will write critically, but we’ll also tackle questions of production through performing and directing in order to gain a more rounded appreciation of the strange and unique animal that is a play. We will thoughtfully consider the special advantages this medium offers and the role of drama in the post-millennium literary world. Readings may include the work of Akhtar, Churchill, Durang, Herzog, Kaufman, Letts, Norris, Parks, Reza, and Shanley.

SENIOR ENGLISH: Coming to Voice: Black American Literature (12) - fall
In black American literature, the metaphor of “invisibility” — the complex disenfranchisement of black men and women whose individual and group identity is often denied by the dominant society — remains most pervasive. This course seeks to examine how Ellison and other black writers, in novels, poetry, short stories, and memoirs, present black characters in ways that perpetuate and/or challenge the stereotypical image of black identity. The course will also examine how black writers, particularly the differences in their respective literary styles and approach, expand our understanding of African American literature and the American canon itself.

SENIOR ENGLISH: Film Studies: Fiction (12) – fall
This course is a study of film, film theory, film history, and film terminology, relying on the movies themselves as the main “texts.” The close textual analysis students will be asked to perform utilizes many of the lessons from literature classes: through essays, presentations, and discussions, students will synthesize ways in which image, narrative structure, and sound are used to express character, theme, and social and political concerns. The course will include examination of intertextual influence and film genre. In addition to watching Alfred Hitchcock’s Rear Window, Vertigo and Notorious, other films likely to be considered are Double Indemnity, Sunset Boulevard, Chinatown, Bonnie and Clyde, His Girl Friday, On the Waterfront, The Godfather, and One Flew Over the Cuckoo’s Nest.

SENIOR ENGLISH: Living Writers (12) – spring
This course will focus on current artistic expressions by the men and women who are our living and breathing contemporaries. Looking at fiction and film we will explore the diversity of voices, mediums and styles that are emerging in what is frequently termed the “postmodern” era. While not all of the works are set in the present, the aim will be to investigate the role of the present-day writer as he or she grapples with establishing a resonant contemporary voice that both embraces and amends the literary tradition.

SENIOR ENGLISH: 1960’s Literature & Letters: Don’t Speak Too Soon (12) - fall
At the start of this tumultuous decade, there are Civil Rights to be achieved, a conflict in Viet Nam to be fought, and a Cold War to be won. With no shortage of cultural fodder for writers, American artists respond with vigor and inexhaustible variety. With so many voices clamoring to be heard, course explorations will focus on the themes of the times and the artistic or journalistic means by which these writers and artists chose to express their ideas. While the course primarily examines a decade of shifts in American literature, it will also consider the way these changes were received and responded to by writers and artists in other parts of the world, such as Latin America and Europe.

SENIOR ENGLISH: Sport, Story, Society (12) – spring
In this course, we will use sport as a lens on cultural issues from gender and race to the role of the individual and the team. We will pay particular attention to the way stories are told and how that telling shapes our view of events and ideas. We will practice telling stories about sports ourselves in a variety of forms, from articles and essays to poems and presentations, but we will focus more on analyzing the way the professionals have told their stories and what those stories have to say about sport and society. Texts may include King of the World, Friday Night Lights, The Sun Also Rises, articles from The Best American Sports Writing of the Century, and selections from current newspapers and magazines.
SENIOR ENGLISH: Film Studies: Genres (12) – spring
This course will utilize the students’ knowledge of film, film theory and film terminology in the study of documentaries, foreign films, and a single genre, like comedy or the western, in the second half of the semester. Films that may be shown include The Thin Red Line, Bowling for Columbine, Hoop Dreams, Inside Job, Raise the Red Lantern, The Lives of Others, Some Like it Hot, It Happened One Night, Butch Cassidy and the Sundance Kid, Annie Hall, West Side Story, and True Grit.

SENIOR ENGLISH: Genius and Insanity (12) – fall
One does not need to look far today to see our culture’s fascination with genius and insanity. Both states of mind require that an individual see or express things in a way that others don’t. Looking at literature, the visual arts, and several clinical essays, we will explore the sometimes permeable line between the two states of mind. Readings may include Camus’s The Stranger, Auburn’s Proof, Plath’s The Bell Jar, and Kesey’s One Flew Over the Cuckoo’s Nest.

SENIOR ENGLISH: Sense of Place (12) – spring
Literature has the power to transport us to different worlds. This course will explore texts where the physical, geographical, and psychological landscape dominates our reading experience. We will consider how characters are shaped or tested in different settings, and the extent to which we are fixed as products of our environment. The class will cover fictional locales, films, reportage and travel writing, while employing field trips, photo-journalism, creative writing, and essay writing for our own attempts at evoking a sense of place. Readings may include Diaz’s A Brief Wondrous Life of Oscar Wao, Alison Bechdel’s Fun Home, and selections of travel writing.

N.B.: Some of the above Senior English courses may not be offered every year.

IB ENGLISH HL (12)
In this course, students engage in intensive study of two genres: the novel (James’s The Portrait of a Lady, Woolf’s Mrs. Dalloway, Faulkner’s The Sound and the Fury) and drama (Shakespeare’s Othello, Shepard’s True West, Albee’s Who’s Afraid of Virginia Woolf?, Stoppard’s Arcadia). Further study of short fiction, nonfiction prose, and twentieth-century poetry fill out the course and serve as preparation for IB assessments including the Higher Level exam in May. Throughout the course, the emphasis is on crafting original, analytically rigorous responses to challenging texts, both collaboratively and independently, in both speech and writing. Prerequisite: IB English

ELECTIVE COURSE
CREATIVE WRITING WORKSHOP (10-12) – by application
This yearlong course will introduce the major genres of creative writing — fiction, poetry and nonfiction — to students who have already established proficiency and interest in writing. The workshop-based class will feature cyclical writing assignments, outside reading, and guided submission of work to contests and magazines. Students will fine-tune their self-editing skills through the study of texts such as Writing Tools by Roy Peter Clark, as well as through the planning and execution of a class anthology. Playwriting and a project of personal interest will wrap up the year. Students who have already taken the class may apply to take it again. Admittance will be based on submission of a creative work (story, poem, script or essay) and a statement of intent.

HEALTH
NA offers a Coordinated School Health Program with a defined curriculum in Health Education and Physical Health Activities (PHActs). Students participate in a health program designed to foster the skills, knowledge, attitudes and behaviors necessary to provide a foundation for lifelong health and well-being. In grades 9-11, students enroll in a full year of health that emphasizes the interdependent connection of mind-body-spirit as a foundation for one’s health. Health courses meet on a part-time basis throughout the year. In grade 12 students complete one semester of health split between health education and PHActs. The departmental graduation requirements are the courses below.

CORE COURSES
HEALTH 9: Emerging Sexuality and Building Relationships
Students identify and explain the structure and function of human reproductive anatomy, as well as the processes of conception, pregnancy and childbirth. Health concerns surrounding sexuality such as contraception, STI’s and HIV/AIDS are discussed and concepts of gender and sexual diversity are introduced. Skill-building in the areas of communication, decision-making, and refusal skills is incorporated into all topic areas. Students are also asked to consider, reflect upon and develop an awareness of sexuality from a variety of individual and societal perspectives. Assessment strategies are varied and may include written tests and quizzes, article reviews, personal reflection papers, individual or group projects and presentations highlighting students’ technology skills.

Water Safety (9) - offered each semester
Students learn a combination of swimming skills, knowledge of guidelines and safety procedures when one is engaged in water activities and basic rescue techniques for the layperson. Students must complete a swimming test that is designed for swimming safety, not stroke proficiency and demonstrate through both written and practical assessments their knowledge of safety guidelines,
procedures and rescue techniques. Students also receive safety awareness training in CPR and AED and basic first aid instruction.

**Fitness Level 1 (9) - offered each semester**
Students demonstrate such practical knowledge as proper etiquette and safe use of home and fitness center exercise equipment, correct technique, and appropriate exercise selection for goal attainment and injury prevention in conjunction with the FITTE principles. A practical test is administered on which a student must earn an 80% to satisfactorily complete the course.

**HEALTH 10: Fitness 2 and Nutrition Concepts**
In addition to reviewing the skills learned in Level 1, students apply the FITTE training principles to the design and implementation of a personal fitness plan centering on endurance and/or strength. In nutrition education students learn about the role of macro and micronutrients, glycemic index, nutrition labeling and performance enhancing supplements.

**HEALTH 10: Driver Safety Education and Drug & Alcohol Education**
This Pass/Fail course consists of classroom study, which includes a range of topics such as proper driving attitudes, driving skill, knowledge of motor vehicles laws, car maintenance, and proper emergency treatment in the event of an accident. The state’s written exam is administered at the end of the course, which students must pass with an 80% to receive credit for the course. In addition to the classroom portion of the course a “behind the wheel” phase is offered after school, on weekends and during vacations as an elective for all qualified students. After completing the theory and the “behind the wheel” requirements, a student will possess a valid New Jersey learner’s permit and an insurance reduction card. As part of learning to take increasing responsibility for oneself and others, students learn the foundational information about drug classification and effect, physiological and psychological effects of alcohol, the consequences of underage drinking and the importance of responsible decision-making for one’s safety.

**HEALTH 10: Keeping the Balance**
As the culmination of the 9th/10th grade program, all sophomores in the final cycles of the spring semester explore the interplay among mind-body-spirit dimensions of health with a particular focus on understanding one’s stress response and the application of mindfulness skills. Students submit a final project entitled Choice for Change in which they set a health behavior goal, research related information, conduct a self-study and create a self assessment/reflection on their results.

**HEALTH 11: Ethical Action / Social Responsibility (11)**
Students develop an understanding of the basic tenets of social ethics and articulate their moral and ethical principles as they relate to selected health-related ethical issues. In addition, students consider the role of ethics in health advertising, in setting boundaries in relationships and in gender and sexual diversity topics. Students practice decision-making, problem-solving, disclosure and boundary-setting skills and communication skills. Students’ knowledge is assessed through written tests and quizzes, research-supported debate, individual and group projects.

**Life PHActs (physical health activities) (11)**
Recognizing that research supports the connection between cognitive function and physical activity and acknowledging that the majority of students will not participate in team sports beyond high school on a regular basis, the central focus of Life PHActs is two-fold: 1) to provide students with the opportunity to strengthen the mind-body connection by providing opportunity for regular physical activity and 2) to develop a repertoire of physical activities that will support life-long habits of physical exercise. Students engage in a variety of activities including recreational lifetime sports, holistic mind/body relaxation techniques and personal fitness plans. When a student has successfully completed the classes in Life PHActs, he/she may select from one of the following options to fulfill the semester requirement:
- Participation in a regularly scheduled departmental physical health class, including the Yoga class
- Participation in a Newark Academy interscholastic sport/dance class in a semester in which the student is not enrolled in a health course.

Participation in an off-campus, intensive training program; specific guidelines are available from the department chairperson.

**HEALTH 12: Senior Seminar (12)**
Seniors assess their current level of health knowledge and revisit important topics to review and update that information. Expectations of college life and strategies for coping with campus issues such as establishing new daily routines, developing new relationships, understanding alcohol on campus, considering campus safety, managing finances, eating nutritionally and coping with roommates are highlighted and responsible decision-making is emphasized. In addition students practice a selected independent living skill with which they are unfamiliar. The final assessment is a personal reflection about leaving high school and their hopes for the future.

**PIPA (personal involvement in physical activity) (12)**
The senior physical health course asks each senior to determine the best way for him/her to meet a physical activity goal in a structured format. Varsity and JV athletes
may meet the requirement through participation in one Newark Academy sport season. Students in Newark Academy dance classes may count that participation for the physical health requirement. Students who meet the criteria for intensive off-campus physical activity may seek credit approval for their involvement outside of school. Seniors who do not play a sport, dance or intensively engage physically outside of school must be scheduled for a physical health class for one quarter. While the required participation is minimal, we encourage all seniors to develop independent activity habits that will promote lifelong enjoyment and fitness through physical activity.

YOGA (9-12) - offered each semester

This elective course explores the many benefits of a Yoga practice, such as increased flexibility, enhanced muscle strength and tone, improved respiration and vitality and a mind-body connection. Instruction focuses on the principles and techniques necessary for proper alignment, breathing and biomechanics. Additionally, students learn Sanskrit terms and Hindu myths, legends and figures whose stories are intimately connected with yoga poses and philosophy. Students learn how the practice of yoga allows them to create personal balance in their busy lives by striving for peace and tranquility through a focused and mindful approach to a healthy lifestyle. Assessment is based on engagement in learning, mastery of self-sufficiency tasks, cognitive knowledge of yoga history, principles and techniques and psychomotor skill achievement. Students can expect to craft and present an individual or group project and connect their knowledge and experiences through personal reflection work.

HUMANITIES

Humanities courses are full year, unless otherwise stated.

ELIGIBILITY AND PLACEMENT POLICY

Unless otherwise stated below, students who wish to enroll in honors, IB, or AP courses must have maintained a ‘B’ average in their current honors Humanities course (AP US History, IB History) or an ‘A’ average in their current core humanities course (Ancient World, American Experience, or Western Heritage). Students who do not meet eligibility requirements for honors, IB, or AP courses but who wish to enroll in those courses should contact the Department Chair about alternative eligibility.

CORE COURSES

THE ANCIENT WORLD (9)

This course gives students a deeper understanding of the roots of human expression in the ancient world. Course content focuses on the origins of Western culture including Greece and Rome, and the origins of ancient religious thought and practice in the Jewish, Christian, Muslim, Hindu, and Buddhist traditions. It concludes with an exploration of symbols and artifacts from the ancient world. There is a heavy emphasis upon skill development, especially in the areas of writing, organization, test taking, listening, note-taking, critical thinking, and interpersonal skills. In addition to tests and quizzes, students are assessed on the basis of homework, oral presentations, papers, and research projects.

THE AMERICAN EXPERIENCE (10)

American Experience is a survey of American History. The themes reflect topics that are important to the making of America and encourage students to think about how they have inherited a complex past filled with notable accomplishments and thorny problems. The course weaves together our history as a nation, as a people, and as a society. Students develop ethical reasoning, critical thinking, reading and verbal skills. Evaluation of student progress is based on portfolios, tests, quizzes, homework, debates, research papers and class participation.

AP US HISTORY (10)

AP US History is a rigorous course of study that covers US history in nine time periods (beginning in 1491, and ending in the present) through the lenses of seven major themes: Identity; Work, Exchange, and Technology; Peopling; Politics and Power; America in the World; Environment and Geography; and Ideas, Beliefs, and Culture. The course teaches students to read original documents closely, to identify and evaluate major historical arguments, and to learn collaboratively through shared research and in-class discussion of differing interpretations. Students read approximately ten pages of college-level textbook reading a night, in addition to reading selections from original historical source material. Class time is reserved for source analysis, issue discussion, and student presentations, rather than revision of the textbook reading. Student achievement is assessed through the use of in-class presentations, online discussions, multiple-choice problems, short-answer questions, essay questions, document-based questions, and tasks that ask the students to author their own assessment items. All students must take the AP exam in May and will use the balance of the class days before June Term to complete a research paper.

WESTERN HERITAGE (11)

Western Heritage is a humanities-based course that uses a variety of primary and secondary historical literary, artistic and internet sources to accomplish its mission of teaching skills through content. The course is designed to give students a broad understanding of the political, cultural, intellectual and socioeconomic developments of European and World history from the early modern period through the present; to give students a sense of the dynamic forces which drive history; and to teach students the tools necessary for the appreciation of the past. There will be a continual emphasis on using history to understand the
present world. The units of study include: the late Middle Ages, the Renaissance, the Protestant Reformation, the Age of Revolutions, 19th Century Nationalism and Imperialism, The World Wars and the Interwar Period, the Cold War and the late Twentieth Century.

IB MODERN WORLD HISTORY (11)
IB Modern World History seeks to help students to understand the forces that have played a role in shaping the modern world and to develop an understanding of history as a critical exploration of the past. Recognizing the central role that struggles for rights and freedoms played in nearly every corner of the globe during the 19th and 20th centuries, students examine nationalist and independence movements both before and during The Cold War. For example, students pursue a close study of the Indian Independence Movement and its influence on later struggles, including the civil rights movement in the United States and protests against apartheid in South Africa. Students undertake an authentic historical investigation, which requires significant independent work. Students must take either the IB History Standard Level exam in May or the Higher Level exam in their senior year.

ELECTIVE AND ADVANCED COURSES

HOLOCAUST AND GENOCIDE STUDIES (11-12) – fall
In this course students examine the Holocaust and other genocides. The course begins with an in-depth study of the philosophy of Nazism, its rise to power in Germany, the Nazi use of propaganda, and the events of the Holocaust. Students will build upon their study of Nazism and the Holocaust by examining other genocides, both historical and contemporary, including the Armenian Genocide. As they develop an understanding of bias, prejudice, discrimination, and racism across historical periods, students will learn how to analyze the world’s trouble spots today, to think critically about their ethical responsibility, and to respond to injustice. Grades are based on a series of tests and two papers. The course includes a visit to a Holocaust Museum or Resource Center and a discussion led by a “Survivor.”

ECONOMICS (11-12) – spring
This course introduces students to basic economic theory and modern-day practices including the market system, the interaction of supply and demand, unemployment and the flow of GDP. Students will study how national budgets mirror personal budgets, and the course will provide students with the tools to evaluate both. The course includes aspects of personal finance that address the needs of young adults, including health and auto insurance, bank statement reconciliations, and saving and investing. Student grades are based on quizzes, tests, and a research and reaction paper. Students participate in class discussions and present and lead discussions of current events in the economic markets.

POLITICS OF CHANGE (11-12)
Voices of the Middle East – fall
Students will conduct an in-depth analysis of the “cross roads of the world”. Students learn about the history, religion, culture, geographical, sociological and geopolitical diversity that exists in the Middle East. In so doing, they have an opportunity to analyze information from a variety of diverse sources including: primary source documents, religious texts, speeches, Arab internet sites, short stories, poetry, film and music.

Voices from the Modern World – spring
This course is designed to analyze the history, sociological status, political conditions, and contributions, of those members of the society that sought to make significant and sometimes revolutionary changes. This course will have an opportunity to examine the nature of the feminist revolution of the 20th century, the cultural and political ramifications of the counter cultural movement during the decade of the 60’s, and the forces that are moving this generation toward cultural change today.

SOCIОLOGY OF RACE (11-12)
Origins of Racial Worldview – fall
Students in this course examine the historical and scientific roots of race and racism and how they inform contemporary times—both in the United States and across the globe. Students explore the social invention of race and how the legacy of this idea, including the history and changes in the character of slavery in the United States, influences Americans, as well as those living outside this country. Course assessments include analytical essays, participation in discussions, and formal presentations. Readings come from a variety of texts, including Claude Steele’s Whistling Vivaldi.

Experiencing Race and Racism – spring
Students in this course examine the experience and consequences of racism in the United States. In addition to readings, students consider popular views about race through contemporary films and videos in the field such as White Like Me and RACE: The Power of An Illusion, and locate those ideas in an analytic framework that promotes a shared understanding of race and racial inequality in the 21st century. We engage several questions as a group: What are the sociological implications of racial categories? When does focusing on race make someone racist? What is white privilege, and why does it matter? Student assessments consist of class discussions, debates, formal presentations and reflection papers. The course concludes with a modern case study and independent study project.

THEORY OF KNOWLEDGE 1, 2 (11-12, two-year course)
TOK challenges students to consider how they know what they know. While other courses focus on a defined set of
content, TOK empowers students to think broadly about the nature of knowledge itself by bringing together skills, ideas and information that they have acquired in their other classes and non-academic experiences. Students are expected to be active participants in class and prepare essays and presentations on knowledge issues. In TOK 1, students study the concept of knowing, our justifications for knowledge, and the epistemological bases of several academic disciplines. In TOK 2, students revisit issues first examined in TOK 1 and delve deeper into various topics. TOK 2 concludes at spring midterm. The two-year sequence is a requirement for students pursuing the IB diploma.

**AP ART HISTORY (11-12)**
Advanced Placement History of Art is a college-level survey of art from Paleolithic cave painting to modern architecture. The course stresses the historical and cultural context of western and non-western artistic expression as well as the relationship of form and meaning. Visual analysis is the single most important component of the course. Students are expected to take the AP exam in May. This is an open enrollment course.

**HONORS ECONOMICS (11-12)**
This course explores concepts, laws, models and issues found in college-level courses in Macroeconomics and Microeconomics as well as important topics in international economics, and development economics. Topics explored include supply and demand, recessions, growth, unemployment, inflation, income equality, budget deficits, free trade vs. protectionism, benefits and disadvantages of free market vs. government involvement, the Federal Reserve Bank, the stock market, liberal vs. conservative economic viewpoints, the way economists think, and more. The course challenges students to master advanced economic models and to demonstrate their knowledge not only on tests and quizzes but also through papers, simulations, debates, presentations, and projects.

**IB ECONOMICS HL (11-12)**
IB Economics HL is an advanced full-year college course that delves into the concepts, laws, models and issues pertaining to microeconomics, macroeconomics, international economics, and development economics. Topics of study include supply and demand, recessions, unemployment, inflation, deficits, taxes, sustainability, growth, free trade vs. protectionism, and issues facing developing nations. Application of concepts and models to important current national and global issues is a main emphasis of the course. Assessments include tests and 3 IB papers, in addition to homework, projects and presentations. The course moves quickly, and a student’s ability to handle the complex material, the pace, and the complexity of the assignments is highly correlated with math abilities in addition to achievement in Humanities courses. All students enrolled in this course must take the IB Economics Higher Level exam in May. Prerequisite: In addition to meeting the Humanities Department eligibility requirements for entry into an IB course as described above, students must either (a) have completed Math 3/4 or BC Calculus before enrolling in the course or (b) be eligible to enroll in AB/BC Calculus.

**IB HISTORY OF EUROPE HL (12)**
IB History of Europe HL seeks to challenge students to read and master several modes of historical analysis. Although formally covering three IB syllabus sections (Absolutism and Enlightenment, 1650–1800; the French Revolution and Napoleon I, 1774–1815; and Italy, 1815–1871, and Germany, 1815–1890), this course is primarily interested in exploring the theoretical issues that currently confront historians: (a) Can one “read” the past by reading print sources? (b) Can one use allied fields, such as anthropology or sociology, to understand the past? (c) Do modern interpretive modalities (e.g. Marxism or Gender Studies) construct a richer past, or fabricate a modern political narrative? (d) Can we use periodization (e.g. “the Enlightenment”) in meaningful ways? (e) What is “Modernism,” and what values can we assign to it? and (f) How can we evaluate the course of human development in Europe over the last 350 years? Students encounter a demanding reading load in the course, which includes not only specific selections of textbooks designed to prepare students for the IB exam, but also selections of primary and secondary literature, including selections from Edward Said’s Orientalism, Joseph Conrad’s Heart of Darkness, and Chinua Achebe’s Things Fall Apart. Students are assessed through a variety of methods, including online discussions, evaluated cooperative projects, IB style in-class assessments, take home expository papers, in-class presentations, and independent research. Students are expected to take the IB History Higher Level exam in May. Prerequisite: IB Modern World History.

**IB PHILOSOPHY (11-12)**
This rigorous course seeks to engage students in important conversations about the nature of reality, knowledge, and ethics which started thousands of years ago. Previous contributors to the conversation who students get to know include Plato, Aristotle, Descartes, Kant, Locke, Rousseau, Lao Tzu, Confucius, and deBeauvoir, as well as novelists like Vonnegut. Students will gain an understanding of the perspectives of these and other thinkers, as well as the implications of their ideas. They will also learn to use appropriate philosophical language. In daily class discussions, students will be expected to explore and share their opinions and thoughtfully consider those of others. The goal of this is for students to be able to articulate their own philosophical stances with clarity and conviction. The majority of assessments are in the form of in-class essays and smaller assignments. In addition, students write one 1800-word essay: a philosophical analysis based on a non-
philosophical stimulus. Students are expected to take the IB Philosophy Higher or Standard Level exam in May.

LANGUAGE
All courses are full year courses.

GRADUATION REQUIREMENT: ORAL PROFICIENCY
At the end of the spring semester, students finishing level 3 will have to demonstrate their oral proficiency in the target language. In order to fulfill this requirement, students will have to achieve the intermediate-low level according to the ACTFL (American Council on the teaching of Foreign Languages) scale.

ELIGIBILITY AND PLACEMENT POLICY
See specific requirements under each course description.

COURSES
FRENCH 1
After learning basic interactions and vocabulary (greetings, days of the week, numbers, colors, etc.), students will cover basic grammatical structures of French: present, futur proche, and past tenses as well as idiomatic structures particular to French. Evaluation is based on oral work, homework, daily exercises, and assessments. There are also a variety of projects that can include skits, PowerPoint presentations and posters. The primary language of instruction and interaction is French. By the end of the year students will be assessed on their oral proficiency. Students qualify for level 2 honors study by successfully completing this course with an A-average.

FRENCH 2
In this class, students continue to learn to interact in a French-speaking environment. Grammar and vocabulary work is grounded in video and images as well as written text from either textbook or graded reader sources. The focus of class is to actively use these foundations in discussion and improvisation. In addition to traditional tests and quizzes, other evaluations may include skits, journal writing and presentations. The honors sections of this course begin with a review of past tenses and move on to the acquisition of the conditional and present subjunctive. They move at a quicker pace than the regular sections and push expression to a more sophisticated level. By the end of the year students will be assessed on their oral proficiency. Level 2 students qualify for level 3 honors by successfully completing this course with an A-average. Level 2 honors students qualify for level 3 honors by successfully completing this course with a B average.

FRENCH 3
This course consists of a review of all grammatical structures learned in French 1 and 2, but on a more sophisticated level. In addition, the class learns the subjunctive. Emphasis is on vocabulary acquisition and reading skills; the class reads newspaper and magazine articles as well as short pieces of literature and essays on cultural topics. Evaluation is based on cyclical quizzes, tests, and oral presentations with both written and oral components. The honors sections of this course move at a quicker pace than the regular sections and push expression to a more sophisticated level. By the end of the year students will be assessed on their oral proficiency. Level 3 students with a B-average may pass to level 4 and may petition to pass to the IB level with an A-average, successful completion of approved summer work and successfully passing a placement test. Level 3 honors students may pass to the IB level with a B average.

FRENCH 4
This course specifically addresses the five C’s of language acquisition: Communication, Comparisons, Connections, Culture, and Community. French 4 students encounter Francophone culture through foreign films and selected readings in verse and prose, as well as current events articles. All films and texts are in the target language and utilized by students to practice speaking and writing. This is an immersive class. By the end of the year students will be assessed on their oral proficiency. Students qualify for the IB level by successfully completing this course with a B+ average and teacher recommendation.

IB FRENCH
This course is designed to prepare students for the IB “B” exam. It will refine skills that students have learned in their prior study of French. Using thematic units presented by IB curriculum, students will continue to communicate in the inter-personal, interpretive and presentational modes. Using authentic materials, students will read, write, listen and speak as well as explore cultural differences in the Francophone world. Active class participation is required. Students must take the IB exam at the end of the course, unless they are going on to IB French II. Students qualify for IB French II by successfully completing this course with a B average.

IB FRENCH II
This course is an approach to 20th Century French and Francophone literatures and cultures. Students study contemporary literary texts from French, Quebecois, African and Caribbean authors. They develop analytical skills in reading texts, and acquire new tools to perfect written and oral communication. Taught within specific cultural contexts, the literature serves as a springboard to discover a richly diverse French-speaking world. Via video recordings, magazine excerpts, Internet sites, music, debates on topical issues, etc., students broaden their perspective and knowledge of French identity. Evaluations will include oral presentations and written papers. At the end of the year students must take the IB French B HL
exam. Students qualify for IB French III by successfully completing this course with a B average.

IB FRENCH III
When offered, this course will serve as a second year of IB Literature and Culture. The class will focus on the three compulsory IB Core Topics (Social Relationships, Communication & Media, and Global Issues) from the French-speaking world and compare and contrast them to their own English-speaking world. In addition to making these comparisons, students will select two of the Option Topics (Health, Customs & Traditions, Leisure, Cultural Diversity, Science & Technology), as well as read several literary works to further explore the rich diversity in French culture. Students take the IB French B HL exam in May.

MANDARIN 1
This course is an introductory class for students with no prior knowledge of Mandarin. Emphasis is placed on the oral aspect of Chinese, listening, acquisition of everyday vocabulary, conversation and control of basic structures. Reading and writing simple characters is also required. Evaluation includes participation in class, quizzes, and both oral and written tests. By the end of the year students will be assessed on their oral proficiency.

MANDARIN 2
This course is designed for those students having basic reading, listening and speaking ability in Mandarin. There is increased emphasis on vocabulary, listening comprehension and oral comprehension. Reading and writing a wider variety of characters is required. Evaluation includes participation in class, quizzes, written tests and presentations. By the end of the year students will be assessed on their oral proficiency.

MANDARIN 3
In this course of Mandarin, students have already attained a basic level of proficiency in reading, writing, speaking and understanding Mandarin. While there is still work to be done in vocabulary development, greater emphasis is placed on dealing with unknown texts, using structures and vocabulary to communicate original thoughts in both oral and written tasks. Students enrolled in this class at the appropriate moment in their NA careers should plan to take the IB ab initio exam to externally validate their three years of study.

ADVANCED MANDARIN
This course addresses the five C’s of language acquisition: Communication, Comparisons, Connections, Culture and Community. Students will encounter the following: expansion of vocabulary; advanced grammar and sentence structure; listening and comprehension skills; daily reading and writing practice; essay writing; cultural comparisons. By the end of the year students will be assessed on their oral proficiency. IB students must take either the level B ab initio or SL exam.

IB/ADVANCED MANDARIN II
This course continues to address the five C’s of language acquisition: Communication, Comparisons, Connections, Culture and Community. Students will encounter the following: expansion of vocabulary; advanced grammar and sentence structure; listening and comprehension skills; daily reading and writing practice; essay writing; cultural comparisons. By the end of the year students will be assessed on their oral proficiency. IB students must take either the level B ab initio or SL exam.

SPANISH 1
After learning basic interactions and vocabulary (greetings, days of the week, numbers, colors, etc.), students will cover basic grammatical structures: present, present progressive, preterit and future (ir + infinitive) tenses as well as idiomatic structures particular to Spanish. The goal of instruction is written and oral expression rather than the mere accumulation of tenses or vocabulary. Evaluation is based on oral work, homework, daily exercises, and assessments. There are also a variety of projects that can include skits, PowerPoint presentations and posters. The primary language of instruction and interaction is Spanish. By the end of the year students will be assessed on their oral proficiency. Students qualify for level 2 honors study by successfully completing this course with an A-average.

SPANISH 2
In this class, students continue to learn to interact in a Spanish-speaking environment through the use of thematic units that focus on answering essential questions. Students determine the vocabulary necessary to answer and debate the questions, learn the grammatical tools that allow them to express their ideas, use authentic resources to practice communication as well as comparison and connection between cultures, and collaborate on a project that helps them process a weighty topic, or use knowledge realistically. Evaluations include traditional quizzes and tests as well as oral presentations, video production, and original writing. The honors sections of this course begin with a review of past tenses and move on to the acquisition of the conditional and present subjunctive. They move at a quicker pace and push expression to a more sophisticated level than the regular sections. By the end of the year students will be assessed on their oral proficiency. Level 2 students qualify for level 3 honors by successfully completing this course with an A-average. Level 2 honors students qualify for level 3 honors by successfully completing this course with a B average.

SPANISH 3
This course is a continuation of Spanish 2, but delves into weightier topics. Students review grammatical structures
from Spanish 1 and 2, as well as learn more sophisticated grammar and vocabulary in order to communicate their increasingly complex ideas and opinions. Authentic resources such as newspapers, magazine articles, short pieces of literature, essays on cultural topics, documentaries, and movies are used to stimulate thinking and to realistically employ the vocabulary and grammar topics they learn. Evaluations include traditional quizzes and tests as well as oral presentations, video production, and original writing. The honors sections of this course move at a quicker pace and push expression to a more sophisticated level than the regular sections. By the end of the year students will be assessed on their oral proficiency. Level 3 students with a B- average may pass to level 4 and may petition to pass to the IB level with an A- average, successful completion of approved summer work and successfully passing a placement test. Level 3 honors students may pass to the IB level with a B average.

**SPANISH 4**
This course specifically addresses the five C’s of language acquisition: Communication, Comparisons, Connections, Culture, and Community. Spanish 4 students encounter Hispanic and Spanish culture through films, selected readings in verse and prose as well as current events articles. All films and texts are in the target language and utilized by students to practice speaking and writing Spanish. This is an immersion-style class. By the end of the year students will be assessed on their oral proficiency. Students qualify for the IB level by successfully completing this course with a B+ average and teacher recommendation.

**IB SPANISH**
This class prepares the student for the IB Spanish “B” exam. The fall semester is devoted to a thorough review of advanced grammatical structures through literary texts. The class also reads original Spanish periodical or internet articles, which are the basis of class discussions and compositions. The emphasis is on increasing the proficiency and comfort level of the student in all four language skills. Evaluation is based on quizzes, compositions, oral exercises, and projects. In the spring semester, the class continues reading literary works, which will form the basis for class discussions. Evaluation is by means of in-class oral and written assessments. Students must take the IB Spanish B SL exam in May, unless they are going onto IB Spanish II. Students qualify for IB Spanish II by successfully completing this course with a B average.

**IB SPANISH II**
This course focuses on modern Spanish and Hispanic literatures and cultures. Students study contemporary literary texts from the Iberian Peninsula and Latin America. They develop analytical skills by reading texts, and acquire new tools to perfect written and oral communication. Taught within a cultural and historical context, the literature serves as a spring-board to explore the rich diversity of the Spanish-speaking world. Students broaden their perception and knowledge of Spanish through daily discussions based on newspaper articles, television and radio programs, films, and current events from Spain and the Americas. Evaluations will include oral presentations and written papers. At the end of the year students must take the IB Spanish B HL exam. Students qualify for IB Spanish III by successfully completing this course with a B average.

**IB SPANISH III**
When offered, this course will serve as a continuation of literature and culture taught at the IB level. It will focus on three core topics (Social Relationships, Communication and Media, and Global Issues) from the Spanish-speaking world and compare and contrast them to their own English-speaking world. In addition to making these comparisons, students will select two of the Optional Topics, as well as read several literary works to further explore the rich diversity in Spanish and Hispanic culture. At the end of the year, students must take the IB Spanish exam (typically HL) in May.

**MATHEMATICS**

**ELIGIBILITY AND PLACEMENT POLICY**
In the middle of the spring semester, each teacher meets with the department chair to evaluate each student’s grades, skills and habits of mind in order to determine placement. In order to be placed in an honors section, a student coming from a regular section must have a year grade of at least an ‘A’ and a strong teacher recommendation, while a student coming from an honors section must have a year grade at least at the ‘B’ level and a strong teacher recommendation. In most cases, the prerequisite for AP/IB courses is current enrollment in an honors section or AP/IB class. (Specific requirements are given in the relevant course descriptions that follow.) Teacher recommendations will focus on the following attributes and skills of the student:

- insight into mathematical thinking,
- ability to see beyond a single presentation and to link several days’ lessons,
- ability to work and learn independently,
- diligent study habits,
- contributions to the learning process within the classroom.

Students enrolled in the sixth grade math courses through Geometry are given a publisher’s placement test (some are skill tests; others are predictor tests), which is used as an additional criterion for placement into honors sections.
Students enrolled in an honors section must maintain a semester grade of at least ‘B’ in order to continue in the course; students with a current average below B- as of Thanksgiving Break are strongly encouraged to move to the regular level at that time.

ADDITIONAL DEPARTMENTAL INFORMATION

Calculators. A graphing calculator is required in all courses beyond Geometry. The department recommends the TI-84 Plus Color.

Outside reading. Every student in every math class has a required outside reading book. These books range from biographies to novels to expositions. Evaluation of this reading is usually done on individual tests or other written assessments.

Summer advancement. Students wishing to advance a level during the summer must either: attend the Newark Academy Summer Session and enroll in a six-week advanced credit course, earning a grade of B- or above; attend another accredited summer school, earn a grade of B- or above and pass the Newark Academy final exam in that course; or complete an independent study in the course and earn a grade of B- or above on the Newark Academy final exam. Students granted advanced placement through summer study will continue in the same level of course as they were originally placed.

Advanced coursework. We proudly offer a series of advanced mathematics courses appropriate for students to take after the completion of BC Calculus. Each of these courses, Differential Equations, Multivariable Calculus, Linear Algebra and Abstract Algebra, and Non-Euclidean Geometry and Number Theory, may be taught as a full course or as an independent study. IB Diploma students who have completed BC Calculus may register for an advanced course in the fall semester and enroll in IB Mathematics – Spring in the spring semester to complete their diploma requirements at the Standard Level.

CORE COURSES

Some incoming 9th graders may be required to take Algebra 1, depending on the math curriculum of their previous school. Our Algebra 1 course description is found in the 8th Grade section of this Guide.

GEOMETRY

This course in plane geometry covers the elements of analytic and solid geometry. The nature of proof, development of theorems from definitions and axioms, constructions, original exercises, analytic geometry of the straight line and of the circle are studied. The Honors section puts greater emphasis on formal proofs throughout the year. It also concludes with an extended introduction to trigonometry. Prerequisite: Algebra 1

ALGEBRA 2/TRIGONOMETRY

This course in intermediate algebra covers the elements of analytic geometry and trigonometry. Students study quadratic and higher degree equations, graphing, inequalities, analytical geometry extended to the central conics, trigonometry of oblique triangles, trigonometric equations and identities, exponents, logarithms and complex numbers. A graphing calculator is required. After successful completion of the course, students are prepared to take the Math Level 1 SAT Subject Test. The Honors sections proceed at a much faster pace and include additional topics, such as: trigonometric sum, difference, double and half angle formulas, and polar graphing and powers and roots of complex numbers. Prerequisites: Algebra 1 and Geometry

PRE-CALCULUS

This course continues the study of intermediate algebra. The following topics are studied in some detail: analytic geometry, functions and inverse functions, logarithms and exponential functions, trigonometry, complex numbers and DeMoivre's Theorem, the conic sections involving translation, parametric and polar equations, vectors in two and three dimensions, matrices and determinants, limits, continuity and polynomials. Non-seniors, upon completion of the course, are prepared to take the Math Level 2 SAT Subject Test. The Honors sections diverge substantially from the standard level curriculum to include a significant introduction to both differential and integral calculus. Prerequisite: Algebra 2/Trigonometry

PRE-CALCULUS HONORS WITH ALGEBRA 2/ TRIG.

This course is special section of Pre-Calculus Honors, with admission by invitation only. It covers the concepts of both Algebra II/Trig and Pre-Calculus in one year. Students are prepared to take the Math Level 2 SAT Subject Test upon completing this course. Prerequisite: Geometry Honors

IB MATH STUDIES (11-12)

This IB Standard Level course follows the IB curriculum which includes probability, logic, statistics and financial mathematics among its topics. There is also a small introduction to differential calculus. Students are required to complete a 2000-word mathematics research paper. All students are required to take the IB Math Studies exam upon completion of this course. This course is considered less rigorous than IB Mathematics. Prerequisite: Precalculus.

CALCULUS

This course offers an in-depth introduction to both differential and integral calculus. This includes the traditional applications of calculus, such as max/min problems, related rates, and area under the curve. Students who complete this course receive an introduction to the skills required for a college level course in Calculus. Please note: This course is not designed to prepare students for AP
Calculus AB at Newark Academy; students who wish to gain entrance must demonstrate mastery of additional topics from Pre-Calculus Honors. Prerequisite: Precalculus

IB MATHEMATICS (11-12)
This IB Standard Level course includes an introduction to both differential and integral calculus, including applications such as area under a curve, maximum/minimum, related rates, and volumes of rotation. Additional topics are vectors, matrices, and introductions to both probability and statistics. Students must also complete written projects for IB assessment. All students are required to take the IB Mathematics SL exam upon completion of this course. Prerequisite: Pre-Calculus Honors

AP CALCULUS AB
This course covers Analytic Geometry and Calculus. This is a college-level course preparing for the Advanced Placement examination in mathematics (AB level), which all students must take at the end of the course. Course topics include Analytic Geometry derivatives, optimization volumes of rotation, surface areas, and arc lengths. Students are required to take the AP exam in May. Prerequisite: Pre-Calculus Honors, or Pre-Calculus or Calculus with additional entrance requirements

AP CALCULUS BC
This is the second year calculus course that covers the additional topics that are listed in the College Board’s curriculum. These topics include: additional integration techniques, infinite sequences and series, polar equations, vectors and parametric equations. This course also includes some of the following topics: differential equations, multivariable functions and partial derivatives. Students are required to take the AP exam in May. Prerequisite: AB Calculus

AB/BC CALCULUS
This fast-paced course covers the curricula of AB and BC Calculus (see above). Because of the speed and depth of the material to be covered, this course is by invitation only. Students who complete this course are required to take the BC Calculus exam in May. Prerequisite: Pre-Calculus Honors

DIFFERENTIAL EQUATIONS – fall; spring
This advanced course, when offered, is designed for students who have finished BC Calculus. While most students will take both the Fall and Spring semester course, students taking IB Mathematics – Spring may register for just the Fall semester of this course. Topics will include, but are not limited to: solving First-Order Differential Equations by several methods, solving Second-Order equations, matrix algebra, and solving equations by reduction, graphical, and numerical methods. The course will end with a study of Laplace Transforms and their uses. Generally, this course and Multivariable Calculus are offered in alternating years for students who have completed BC Calculus, and so they may be taken in any order. Prerequisite: BC Calculus

MULTIVARIABLE CALCULUS – fall; spring
This advanced course, when offered, extends the study of calculus to include three or more variables. While most students will take both the Fall and Spring semester courses, students taking IB Mathematics – Spring may register for just the Fall semester of this course. Topics will include but are not limited to: vectors, partial derivatives, surfaces and transformations, multiple integrals and several fundamental theorems, including Green’s and Stokes’ theorems. Generally, this course and Differential Equations are offered in alternating years for students who have completed BC Calculus, and so they may be taken in any order. Prerequisite: BC Calculus

LINEAR ALGEBRA – fall; ABSTRACT ALGEBRA – spring
This course, when offered, gives students an introduction to completing university-level proofs in a broad range of topics. While most students will take both the Fall and Spring semester courses, students taking IB Mathematics – Spring may register for just the Fall semester of this course. Topics will include, but are not limited to: sets and relations, the different number systems, groups, rings, and fields, vector spaces, matrices, eigenvectors, and orthogonality. Generally, students are expected to take Differential Equations or Multivariable Calculus before this course. Prerequisite: BC Calculus

NON-EUCLIDEAN AND FINITE GEOMETRIES – fall; NUMBER THEORY – spring
This course, when offered, gives students experience with exciting university-level mathematics not typically explored in high schools. While most students will take both the Fall and Spring semester courses, students taking IB Mathematics – Spring may register for just the Fall semester of this course. The course will feature a mixture of direct instruction, collaborative proof building, and also use of the Moore Method in the Fall, a deductive method of instruction in advanced mathematics in which the lesson is developed by the students themselves by using the principles behind each new geometry to construct the models. In the Spring, topics will include divisibility, the Euclidean Algorithm, and linear Diophantine equations; prime numbers and the Fundamental Theorem of Arithmetic; congruence in modular arithmetic; Fermat’s Little Theorem; and Euler’s Theorem. Generally, students are expected to take Differential Equations or Multivariable Calculus before this course. Prerequisite: BC Calculus

IB MATHEMATICS - SPRING (11-12)
This IB Standard Level course presumes broad mastery of all topics in AP Calculus AB and BC, and so it focuses exclusively
on vectors, matrices, and required topics in probability and statistics. Students must also complete written projects for IB assessment, which may involve some work in the Fall. All students are required to take the IB Mathematics SL exam upon completion of this course. Prerequisite: BC Calculus

ELECTIVE COURSES

HONORS STATISTICS AND MATHEMATICAL MODELING (10-12)
The course will cover univariate and bivariate data representation, distribution, and analysis; probabilistic distributions; sampling, surveys, and experiments; discussion of bias and ethical concerns; and statistical inferences and tests of significance. Students will also spend the final third of the course learning to build a variety of mathematical models. Throughout the course, students will work, both individually and in small teams, with real data sets, some of which the students will collect themselves. Students will conclude with a capstone modeling project with presentations on their findings. NB: Very motivated students who take this course should be able to prepare for the AP Statistics exam with an estimated ten to twenty hours of self-study. Prerequisite: Precalculus (or subsequent standard-level course) with an A- or better, or Precalculus Honors (or subsequent honors-level course) with a B or better. Students whose grades fall one step below these prerequisites (i.e. B+ in Precalculus or B- in Precalculus Honors) can gain eligibility with the recommendation of their current teacher and approval from the department chair.

COMPUTER SCIENCE
Students learn an overview of programming and problem-solving techniques. Programming concepts include input and output commands, control structures, looping techniques, functions and an introduction to object-oriented programming. Instructional time is divided between classroom presentations and work in the computer lab. Assessment is covered by in-class written tests, programming quizzes, and a mix of teacher-directed and student-directed programming projects, both individual and collaborative. This course uses both the JAVA and Objective C programming languages. Students who complete this course will have the option of taking the AP Computer Science A exam with some additional self-study.

IB COMPUTER SCIENCE (11-12)
This course follows the Computer Science course. The curriculum for this course is determined by the IB Computer Science SL course. Students continue to study programming languages as well as the hardware involved in computers and topics such as search complexity. Students in this course undertake a significant individual project that encompasses all aspects of design and implementation, culminating in an IB Dossier that is submitted to the IB for assessment. Students taking this course are required to take the IB Computer Science SL exam. This course is offered in alternate years with Mobile Application Design and Engineering. IB Computer Science will next be offered in 2015-16. Prerequisite: Computer Science

ADVANCED COMPUTER SCIENCE: Mobile Application Design and Engineering (10-12)
This course follows the Computer Science course. Students will engage in both theoretical and experiential learning around all aspects of mobile application design and engineering. First, students will learn to analyze problems and design solutions, and explore design patterns in programming. With a strong foundation in theory, students will then gain hands-on experience in implementation, documentation, and deployment of mobile apps on cutting edge platforms, working both in groups and on individual projects over the course of the year. This course is offered in alternate years with IB Computer Science. Mobile Application Design and Engineering will next be offered in 2016-17. Prerequisite: Computer Science

STEMinar 1 (11-12) and STEMinar 2 (12) – These exciting, part-time seminar courses in STEM topics are interdisciplinary in nature; they are co-taught by the Math and Science faculties. Please see full course descriptions at the end of the Science section.

SCIENCE
Science courses are full year, unless otherwise stated.

ELIGIBILITY AND PLACEMENT POLICY
In order to be eligible for an honors section, a student coming from a regular section should be performing at an ‘A’ level in their current science course. A student coming from an honors section should be performing at a ‘B’ level or above in their current science course. In most cases, the prerequisite for AP/IB courses is current enrollment in an honors section or AP/IB class. (Specific requirements are given in the relevant course descriptions that follow.) In addition, students wishing to enroll in honors sections or AP or IB courses should demonstrate a commitment to the study of science as well as competency in the following skill and performance areas:

• Classroom skills and demeanor (e.g. prepared for class, self-motivated, able to follow instructions correctly and efficiently, tolerant of the opinions of others, contributes positively to class and lab, and focused and cooperative in class and lab.)
• Individual study and thinking skills (e.g. link ideas and facts into an organized whole, apply information to novel situations, identify the significance of ideas, learn and read independently, is curious, creative and imaginative.)
• Performance through expression (e.g. asks questions that clarify or improve the lesson, clearly expresses ideas in writing and orally, produces high quality lab reports.)

Students enrolled in an honors section must maintain a semester grade of at least a ‘B’ in order to continue in the course.

CORE COURSES

BIOLOGY (9)
This is the branch of science that investigates all aspects of living organisms: structure, function, interrelationships, and classification. The course begins with consideration of the molecular, cellular, and genetic basis of life. Study of topics in evolution, taxonomy, botany, ecology and human biology naturally follow. Laboratory work is essential to the understanding of Biology, and students experience phenomena involving living and preserved organisms while sharpening their skills of observation, data collection, and analysis.

CHEMISTRY (10-12)
The first-year course in chemistry is designed to expose the high school student to a broad range of concepts and experimental procedures concerning the properties and structure of matter, chemical reactions and their associated energy changes. Skills in writing lab reports are honed. The student completing this course will have a solid background for success in a general chemistry course during the college years. Evaluation methods include tests, quizzes, laboratory work, laboratory reports, class work, and homework. The Honors sections cover very much the same breadth of material as the regular chemistry sections, but in more depth conceptually and mathematically in all topics. Students who expect to take IB Chemistry must be enrolled in these sections. Evaluation methods in the course include tests, quizzes, laboratory work, laboratory reports, class work, and homework. Students seeking enrollment in the Honors sections should be working at an advanced level in mathematics. Co-requisite: Algebra II.

PHYSICS (10-12)
Physics stresses conceptual understanding of the principles that govern the physical world. The topics of mechanics, electricity and magnetism, optics, waves, light and relativity are studied. While problem solving and quantitative calculations are part the course of study, this traditional aspect of physics is considered secondary to understanding and is, therefore, not overly emphasized in Physics. The course is designed for those who intend to study science in college, as well for those who may concentrate on other areas. A major focus is to relate principles to common experiences of the physical world. Prerequisites: Algebra II/Trigonometry and departmental permission for sophomores

PHYSICS HONORS (10-12)/IB PHYSICS 11
This section of physics stresses problem solving and calculations. It is designed for students who are working at an advanced level in mathematics and are intending to take advanced Physics courses. Upperclassmen who are taking this course as IB Physics students are required to attend a second lab period each cycle and to take the IB SL exam in May. Prerequisites: Algebra II/Trigonometry and departmental permission for sophomores

ELECTIVE AND ADVANCED COURSES

ANATOMY AND PHYSIOLOGY I (11-12) – fall
This course is designed for students wanting a depth of understanding in the structure and function of the human body. Topics include the integumentary, skeletal, muscular, nervous, and endocrine systems from the cellular level to the integration of these systems in the human body. During this lab course students will engage in dissections and other investigations to supplement their study of the human body. Prerequisite: Biology. Sophomores may enroll with departmental permission.

ANATOMY AND PHYSIOLOGY II (11-12) – spring
This course is designed for students wanting to continue their study of the structure and function of the human body. Topics include the digestive, respiratory, excretory, cardiovascular, immune and reproductive systems from the cellular level to the integration of these systems in the human body. During this lab course students will engage in dissections and other investigations to supplement their study of the human body. Prerequisite: Biology. Sophomores may enroll with departmental permission.

BIOTECHNOLOGY 1 (11-12) – fall
This is a lab-oriented course where students are exposed to recent advances in technology incorporating genetics, microbiology and biochemistry. Topics of exploration include microbiology, cell culture, DNA structure, gel electrophoresis, bacterial transformation and plasmid purification. Each topic will be covered both theoretically and practically. By studying current events in biotechnology, students will also learn how these techniques are being applied on the cutting edge of science. Assessment includes written evaluations, laboratory work, quizzes, and presentations. Prerequisites: Biology. Sophomores may enroll with departmental permission.

BIOTECHNOLOGY 2 (11-12) – spring
This course is the continuation of Biotechnology 1. The fundamental skills learned in Biotechnology 1 will be expanded upon and new skills will be introduced such as polymerase chain reaction, protein quantitation, size exclusion chromatography, SDS-PAGE, ELISA, and western blotting. Each topic will be covered both theoretically and
practically. By studying current events in biotechnology, students will also learn how these techniques are being applied on the cutting edge of science. Assessment includes written evaluations, laboratory work, quizzes, and presentations. *Prerequisites: Biotechnology 1.* Sophomores may enroll with departmental permission.

**ENGINEERING, TECHNOLOGY AND DESIGN (11-12) – fall**
This course will serve as an introduction to various types of modern day engineering, including mechanical, civil, chemical, electrical and computer. Students will begin by learning about great historical engineering projects (both ancient and modern). They will come to have a good understanding of the way engineers think and how they proceed with difficult objectives. Students will learn to design and solve technical problems using engineering and basic physics knowledge and concepts. Students will complete an extensive multifaceted engineering/ design project. *Prerequisite: Biology. Sophomores may enroll with departmental permission.*

**ASTRONOMY AND ASTROPHYSICS (11-12) – spring**
This course will provide an introduction to astronomy and astrophysics. Students will gain a solid understanding of the nature, size and scale of the universe at large and of our place in it. They will be introduced to most important concepts of basic astronomy, such as the Hubble constant, the Doppler shift and the celestial sphere. Fundamental physics theories, including general relativity and quantum mechanics, as they apply to the universe, will be covered qualitatively. Students will then be systematically introduced to the many ways that mankind is exploring the universe, both observationally and theoretically, and to what we are learning from that vast exploration. Where possible, the class will also spend some time locating and viewing celestial objects with the Celestron telescope. *Prerequisite: Biology. Sophomores may enroll with departmental permission.*

**ORGANIC CHEMISTRY (11-12) – fall**
This course will provide an introduction to the world of organic chemistry. Students will learn how to name and represent chemical compounds with an emphasis on modeling compounds and understanding three-dimensional structure. Students will begin a study of reactions. Rather than write memorization of reactions, this class will focus on understanding reaction mechanisms, a skill that is applicable across all areas of organic chemistry. Students will also learn via laboratory exercises how chemical compounds are synthesized, purified, and identified. *Prerequisite: Chemistry*

**BIOCHEMISTRY (11-12) - spring**
This course will provide an introduction to the chemistry of living organisms. Students will learn how enzymes function as well as how they are created in nature and in a test tube. Students will study the regulation of enzymes and enzymatic processes, will learn about DNA, RNA, ribozymes, and will pursue the age-old question: “what came first—DNA, or RNA?” Additional topics include lipids, carbohydrates, and the cell wall. Finally, the course concludes with a brief introduction to virology. *Prerequisite: Chemistry*

**NEUROSCIENCE 1 (11-12)- fall**
This course will focus on the fundamentals of the nervous system: different types of nerve cells, how neurons communicate, structure and function of different parts of the central and peripheral nervous systems, how the brain develops and adapts, and tools used to study the nervous system. *Prerequisite: Biology. Sophomores may enroll with departmental permission.*

**NEUROSCIENCE 2 (11-12) – spring**
This course builds on the foundation established during the first half of the year and begins to look in greater depth at the neurological processes most of us take for granted: speech, movement, sleep, learning, and memory. We will use specific case studies to better analyze how these systems work by looking at patients whose brains no longer function correctly. The course will also examine the role of hormones and how they influence behavior, especially the role of stress. We will focus on the limbic system and use scientific vignettes to highlight interesting cases that illustrate the relationship between hormones and behavior. At the end of the year, we will briefly discuss the role of nature verses nurture in behavior. *Prerequisite: Neuroscience 1 and Biology. Sophomores may enroll with departmental permission.*

*N.B.: Some of the above Science electives may not be offered every year.*

**AP/IB ENVIRONMENTAL SCIENCE (11-12)**
This is a lab-based course that focuses on the principles behind the functioning of natural ecological environments and the effects that humans have on these natural ecosystems. Areas of study include the structure and function of aquatic ecosystems and biomes, system modeling of ecosystems, population dynamics, nutrient cycles, human population growth, global atmospheric interactions, energy production, pollution, biodiversity and deforestation. Students perform a significant amount of fieldwork in the form of observation and data collection on local ecosystems. IB students conduct a Group IV interdisciplinary project for their IB portfolio. All students enrolled in this course must take either the IB Standard Level or the AP exam in May. *Prerequisites: Biology, Chemistry and Physics are suggested, although not required. In addition, a student must have at least a B-average in the previous two years of science courses.*
IB BIOLOGY I (10-11) – summer
This one-week summer course is the first portion of IB Biology. The main topics of study focus on bioenergetics, biochemistry, cell structure and function. Lab work is conducted with emphasis on planning and performing lab experiments as well as analyzing collected data. All students will be required to maintain a lab portfolio. More advanced and detailed topics will be covered in the second year. Prerequisites: Biology with at least an A- average, Chemistry (or Chemistry Honors for sophomores)

IB BIOLOGY II (11-12)
This course provides an in-depth coverage of the discipline of Biology and develops essential laboratory and analytical skills required for advanced work in this field. The topics discussed build on the principles learned in IB Biology I. Evolution and phylogeny are covered as well as plant and animal physiology. An extensive dissection of a mammal will be performed during this course. An overview of taxonomic relationships will be discussed and time permitting a survey of ecology will also be included. Students will be expected to learn some material through self-study and lab work will be extensive. All students will conduct a Group IV interdisciplinary project to be included in their lab portfolio. Students must take the IB (Higher or Standard Level) exam in May. Prerequisites: IB Biology I (with at least a B average)

IB CHEMISTRY (11-12)
IB Chemistry is equivalent to a college level course in general chemistry. This course, picks up where first-year chemistry leaves off, providing depth in solution chemistry, kinetics, equilibrium, acids and bases, thermodynamics, oxidation-reduction and electro-chemistry, topics only touched on in the first-year course. All evaluation methods in the course include tests, quests, quizzes, laboratory work, laboratory reports, class work and homework. Students must take the AP or IB (Higher or Standard Level) exam in May. Prerequisite: Chemistry Honors.

IB PHYSICS HL (11-12)
This course provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry and, occasionally, calculus. It includes topics in both classical and modern physics. The basic ideas of calculus are introduced in the theoretical development of some physical concepts such as acceleration and work. The course seeks to be representative of topics covered in similar college courses: Newtonian Mechanics (35%), Thermal Physics (10%), Electricity and Magnetism (25%), Waves and Optics (15%), and Atomic and Nuclear Physics (15%). All students will conduct a Group IV interdisciplinary project for their IB portfolio. The course will prepare students for the IB (Higher or Standard Level) exam in May. Prerequisites: Physics Honors and Pre-calculus

ADVANCED PHYSICS WITH CALCULUS (11-12)
This course gives students the opportunity to apply to physics more fully the advanced math methods they have learned in other courses. The course covers topics in Mechanics, Electricity and Magnetism that require applications in Calculus. At the conclusion of the course, interested students may choose to sit for the AP Physics C exams. Prerequisites: Successful completion of Physics Honors or IB Physics, and either IB Mathematics or AP Calculus AB (or Precalculus Honors with the permission of the Science Dept.)

STEMina 1 (11-12)
This course meets twice per cycle and is co-taught by a faculty member from each of the Math and Science departments. Students will engage in hands-on, experiential learning activities drawn from the overlapping STEM disciplines of science, technology, engineering, and math. Possible units of study include 3-D Printing/Computer Aided Design (CAD), environmental data collection from a Weather Balloon with computer-aided data analysis, programming applications and design thinking (e.g. MIT’s Scratch, robot design), and “maker” projects. Students will also study core STEM skills, such as systems thinking, statistics skills for science, science literacy (e.g. how to find the most important parts of a research paper), and ethics. This is the first of a two-year sequence, open to both 11th and 12th grade students. Prerequisite. Students must show a mastery of basic computer programming skills through any one of the following:
- Prerequisite or co-requisite of Intro to Computer Science, or
- Completion of third-party online or face-to-face course covering the skills listed below, with pre-approval from Math Dept. Chair, or
- A placement test overseen by the Math Dept Chair.
The skills covered, independent of any specific programming language, are:
- Call functions with input & output (functions/ methods with parameters and/or return values)
- Knowledge of variable scope
- Define objects and classes
- Use FOR and WHILE loops and If/Then/Else logic (or switch blocks)
- Employ arrays and other aggregate data types
- Write and read from other files (basic file I/O)

Students may use any of the following languages on their test: Java, Javascript, C, C++, Basic, or Objective C. Note: the Math Dept. hopes to identify a free online course or offer a free training course through Canvas for interested students. This may help students meet this eligibility requirement.
STEMinar 2 (12)
This course meets twice per cycle and is co-taught by a faculty member from each of the Math and Science departments. This is the second course in a two-year sequence. Students will build on their experiences in STEMinar 1 with further study of hands-on, experiential learning activities drawn from the overlapping STEM disciplines of science, technology, engineering, and math. Students will also learn from each other's research or maker project and work collaboratively on more in-depth investigations. Finally, students in this course will be expected to present their work to the NA community in a variety of forums. Prerequisites: Completion of STEMinar 1 in good standing AND completion of a research experience or significant “maker project” in the spring of 11th grade year and/or summer between 11th and 12th grade. Examples might include research experiences in a pharmaceutical lab, DNA sequencing lab, or chemical engineering R&D firm; design and coding of a new iPhone app; or the creation of a Tesla Coil. (Note: This research experience may also be used to satisfy the requirements for the IB Extended Essay for Diploma Candidates.)

ADMINISTRATIVE
All courses are non-credit and part-time.

PUBLIC SPEAKING (9) – one semester, required
This course meets once per cycle, and introduces the student to the organizational and writing skills necessary for preparing a formal speech or oral presentation. Students are then taught basic presentation skills, and are given several speaking assignments which incorporate the organizational, writing and delivery skills that have been covered. Types of speeches include Morning Meeting announcements, classroom oral presentations, testimonials, informational and persuasive speeches, extemporaneous speaking, and interviewing. Students are evaluated by the instructor and by peers through skills assessment and with the medium of videotape.

PEER GROUP (9) – required
Ninth grade groups meet once per cycle with senior Peer Leaders (see below). The meetings focus on assisting students in making the academic, social and emotional transition to Upper School. Activities and discussions are designed to foster a spirit of group unity and to explore decision-making skills associated with adolescent issues.

STUDY HALL (9-10)
Ninth grade students with grades in the C-range or lower are assigned to study halls so that they may devote focused time to improvement. They are released from study halls when they improve their grades. Older students can also be assigned to study halls. To maximize student concentration and efficiency, study halls are silent. The proctor will excuse a student from up to half of a study hall period to work with a teacher if a note from the teacher is provided.

COLLEGE COUNSELING WORKSHOP (11-spring, 12-fall)
This workshop provides students the opportunity to meet with the college counselors on a regular basis and serves to facilitate the completion of admissions materials, and the dissemination of important information relating to the college search and application process. As a complement to individual meetings with college counselors, the workshop provides students with vital information, as well as affords them an opportunity to discuss the college application process with other students. Students learn about the process through small classes that meet once per cycle. Topics covered include: college research, the campus visit and interview, college essays, completing an application, how colleges make decisions, and preparing supplementary materials.

PEER LEADERSHIP (12) – by application
Sixteen seniors are selected each year to participate in this program that is coordinated by the School Counselor and two faculty advisors. The program, which meets four times per cycle, teaches senior peer leaders communication, problem-solving and group facilitation skills. The peer leaders use these skills to plan and conduct peer groups for 9th grade students (see Peer Group above) to help them adjust to and cope with the demands and concerns of Upper School.
Appendix A. THE INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM

Newark Academy was the first school in New Jersey (1991)—and remains one of the few—authorized to offer the International Baccalaureate (IB) Diploma Program. The program, designed for grades 11 and 12, is a very rigorous college preparatory program which emphasizes scholarship, intellectual inquiry and international understanding. Students who are drawn to these elements and who are intrinsically engaged learners may be ideal candidates for the Diploma Program. Students who are not interested in pursuing the full program or who do not earn eligibility into the requisite courses (see below) may take individual IB courses. As is true for AP courses, high scores earned on the standardized IB exams in May can lead to advanced placement or course credit in college.

REQUIRED COMPONENTS OF THE IB DIPLOMA PROGRAM
1. Coursework in 6 subject areas - below. Three or four of these subjects must be taken at the "Higher" level (HL), the rest at "Standard" (SL). The arrangement is based on individual student's strengths and interests.

2. Theory of Knowledge (TOK) is a part-time discussion seminar on the nature of knowing which provides a context for examining what and how things are known in traditional academic disciplines and beyond.

3. Extended Essay is a 4,000-word independent research paper on a topic of personal interest. It is supervised by a faculty member requested by the student. Requiring approximately 40 hours of work, the essay is typically written in the summer after junior year and is presented publically in September.

4. Creativity, Action, Service (CAS) In order to engage with the world outside of high school classes, students pursue endeavors in their school or community with elements of creativity, action and service, and reflect upon them in formal and informal ways.

COURSEWORK
Students must take at least one course from each of Groups 1-5 (below). The must take a sixth, elective, course which may be an Art (Group 6) or a second course from any of the other Groups. Diploma students may take up to two SL courses in 11th grade, the rest in 12th grade. HL courses may only be taken in the 12th grade.

GROUP 1
- IB English HL
- IB English SL

GROUP 2
- IB French/Spanish II HL
- IB French/Spanish SL
- IB Mandarin SL
- French/Spanish 2 Honors SL

GROUP 3
- IB Economics HL
- IB History HL
- IB Philosophy HL/SL
- IB History SL
- AP/IB Enviro SL

GROUP 4
- IB Biology HL/SL
- IB Chemistry HL/SL
- IB Physics HL HL
- IB Physics 11 SL
- AP/IB Enviro SL
- IB Computer Sci SL

GROUP 5
- IB Mathematics SL
- IB Mathematics – spring SL
- IB Math Studies SL

GROUP 6 (optional)
- IB Dance HL
- IB Theatre Arts HL
- IB Visual Arts HL
- IB Music SL

For more information, contact the IB Coordinator, Mr. Stourton (nstourton@newarka.edu) or visit www.ibo.org.
Appendix B. THE IMMERSION EXPERIENCE

PHILOSOPHY
Beyond mere travel and tourism, an immersion experience seeks to engage students in cultural or environmental exploration, developing an appreciation and understanding of diverse cultures, peoples and perspectives in the world. Experiences can last from two weeks to an entire school year, depending on the interests and situations of individual students.

The Immersion Experience requirement reinforces Newark Academy’s commitment to incorporating direct, experiential education into its curriculum. As a result, students gain knowledge, broaden their perspectives, and learn the important skill of adapting to new environments. It is our conviction that students whose rigorous academic work is complemented by such direct, real-world experiences will be poised to thrive in an increasingly global society.

GENERAL INFORMATION
The requirement: all Newark Academy students will complete an immersion experience involving at least a 10-day wilderness experience or a 16-day experience in a culture distinct from one’s own that includes a significant homestay or its equivalent.

Students must fulfill the requirement in a single trip, which may take place at any time over the four years of Upper School, including summer breaks. They may use one June Term to fulfill this requirement.

Students may choose an immersion experience that focuses on any of the four themes below that most interest them. Of course, many experiences offer a mix of these themes.
- Cultural/Linguistic immersion
- Cultural/Service immersion
- Cultural immersion
- Wilderness/Nature immersion

Finally, aiming for flexibility, creativity and economic responsibility, students may fulfill this requirement in any of the ways below:
- A Newark Academy-designed immersion experience
- An approved semester or year off-campus study program (see pp. 2)
- An approved summer program
- A well-conceived, student-proposed immersion experience

For more information, contact Mrs. McNeilly-Anta (mmcneilly-anta@newarka.edu), the Immersion Experiences Coordinator.