



The Harley School

Established 1917

Upper School Curriculum

Expectations for Student Learning

The Harley School expects all our students to work to their highest capabilities, to join fully in the intellectual opportunities of the school, and to become independent learners and responsible citizens of the community. Our college-preparatory curriculum necessitates that students have strong abilities and motivation in order to succeed in a rigorous academic program.

We are prepared to make reasonable accommodations for students with learning challenges who can compensate for them in ways that allow them to meet our grade-level or course requirements. However, The Harley School does not offer the resources necessary to serve students with significant restrictions who are unable to meet the demanding reading, writing, and analytical requirements of our academic program. A learning support program is available on a fee basis to a limited number of students in Lower, Middle and Upper Schools. The Lower School support program addresses the development of basic skills. As of grade five, the program does not provide remediation for significant deficiencies in basic skills; rather, it offers support for students in meeting curricular requirements.

In the Harley Upper School, all students are expected to complete the assignments, quizzes and exams that are given to them. When students have diagnosed learning disabilities specified in an Individual Education Plan (IEP) or require accommodations based on a 504 Plan, we are prepared to meet those needs with extended time, clarification of instructions, and separate exam-taking locations. However, the Upper School faculty and administration does not relax basic class assignments and expectations.

Graduation Requirements

Harley students must earn a total of 24 credits over four years, and must take a minimum of six subjects each trimester. Minimum requirements include:

- Four years of English
- Three and one-third years of history (please see departmental descriptions for detailed guidelines)
- Three years of the laboratory sciences: biology, chemistry, and physics
- Three years of French, Spanish or Latin
- Three years of mathematics, at least through Functions, Statistics and Trigonometry (FST)
- Health (grade 10)
- Rights and Responsibilities (grade 9)
- Writing 9 and Writing 10, or the full-year Writer's Workshop
- Seven trimesters of the arts (visual arts, drama, and music):
 - Art 9
 - music ensemble in Grade 9

- visual art elective in Grade 10
- 4 electives, all of which should not be from the same discipline
- Four years of physical education (including participation in at least one team sport per year in grades 9 and 10)
- Community service—20-hour guideline each year
- Summer reading—each year
- Senior Internship—60 hours

Seniors: Among the six required courses per trimester, at least four must be year-long classes. Among the six, one AP science course and AP Studio Art can count as two courses each, and any combination of three AP courses will count as four courses.

Supplemental Support Program (SSP) section

The Supplemental Support Program (SSP) for students at Harley provides support that allows them to master Harley’s challenging curriculum and reach their fullest academic potential. Special education teachers in Lower, Middle, and Upper Schools offer individual assistance to students in Kindergarten through grade 12 who have diagnosed learning disabilities, organizational difficulties, or other special needs. The goal of SSP is to empower students to become independent learners by capitalizing on their strengths and motivation. The SSP is a fee-based program. Cost is dependent on the level of service a student receives; financial aid percentages may be applied.

AP Courses and Exams

Harley offers some 19 Advanced Placement (AP) courses to Upper School students. An AP course not only gives students the knowledge and skills to help them succeed in college, but scoring well on an AP exam can earn students college credit and exemption from some introductory courses. The Harley Upper School faculty regards the AP exam to be an integral part of an AP course, and therefore requires students in such classes to take the exam. If a student does not take the exam, the AP designation will be removed from the transcript and prospective colleges will be notified. The deadline for finalizing AP status is the end of the first trimester.

Humanities

ENGLISH

Through the close reading and interpretation of carefully selected works of literature, the English Department strives to nurture and develop students' critical thinking and expressive writing skills. The Department encourages students to develop sensitivity to language and style, as well as confidence in the use of a variety of analytical strategies that will serve them well in many different academic contexts.

The English Department selects texts from the major works of English and American authors, as well as significant works of world literature in translation. Works are chosen to reflect the broad concerns appropriate for the developmental stages of the students. A variety of genres is represented; students can expect to read, analyze, and enjoy novels, short stories, memoirs, poetry, drama, and essays, among other types of literary work.

All students, particularly in grades 9 and 10, work with grammar and vocabulary in class and through their writing. We require students to practice and refine their writing skills through a variety of creative, narrative, persuasive, and expository assignments. Students are frequently encouraged to revise their work in order to sharpen the clarity, precision, and grace of their self-expression. In class, students practice informal writing techniques designed to help them develop and gain confidence in their ideas. Through writing and discussion, students test and refine their thoughts about the material, and are often asked to write reflections upon their own learning. Classes are primarily discussion-based, and students are encouraged to explore questions of language, meaning, and interpretation in a non-competitive, collaborative environment.

English 9 – Literary Genres

This class (re)introduces students to all major genres of literature by looking at a wide-range of texts, from novels to graphic novels to poetry to Shakespearean drama to epic poetry to short stories to memoirs. Alongside analyzing the formal aspects of literature, students will grapple with humanistic questions about what it means to develop who you are within particular communities that arise from the selected works of literature. Reading such texts as Anaya's *Bless Me, Ultima*, Kidd's *The Secret Life of Bees*, Yang's *American Born Chinese*, Shakespeare's *Romeo and Juliet*, Homer's *Odyssey* and McBride's *The Color of Water*, students will consider, discuss and analyze how geography, politics, family traditions, race and social class influence one's personality and actions. Students will make meaning of these texts and the potential power of language through critical class discussions, reflective writing, producing creative, critical and persuasive essays, preparing presentations and contrasting literature with film adaptations. In addition to this important work, students will further enhance their critical thinking and writing skills, through work with vocabulary, reviewing grammar in their own writing and participating in regular peer review and self-reflection activities.

English 10 – Border Crossings

This course explores the how literature reflects and shapes our conceptions of identity, community and history. Students will explore novels, plays, poetry and short stories that challenge reductive definitions of race, gender, nationality and class. We will, at the same time, give close attention to how these various

literary forms generate meaning. Representative texts include: Atwood's *Alias Grace*, Shakespeare's *As You Like It*, Sophocles' *Theban Plays*, Friel's *Translations*, and Roy's *The God of Small Things*. Students construct meaning through close readings of text, active participation in discussions and conferences, writing short critical papers and essays, preparing presentations and experiencing selected films. To that end, students have the opportunity to enhance their grammar, vocabulary, and critical thinking skills, appreciating literature as an extraordinary conversation of the heart and a vital connection to daily living.

Writing 9 and 10

This course, offered in two, trimester-long installments across freshman and sophomore years, aims to improve students' writing. Students progress through a series of increasingly demanding assignments—from writing sentences to composing stories—designed to eradicate bad grammatical habits and increase their sensitivity to style. Students also learn how to give and receive criticism, regularly sharing their work with one another. Ideas on writing come from class members themselves, from the teacher, and from the works of professional writers. The skills required for good fiction writing are indispensable to effective writing of any kind—this is the guiding principle of Writing 9 and 10.

English 11 – American Literature: Freedom and the Quest for Self

During their junior year, students read a selection of classic works by well-known American authors in order to trace themes of moral self-awareness and the creation of identity. How do we discover who we are as authentic individuals in the face of all the social pressures of modern life? What influences us the most, nature or society? Is the American Dream concerned mostly with freedom and equal opportunity or is it about material gain and creature comforts? Students will explore these questions through such works as Hawthorne's *The Scarlet Letter*, Twain's *The Adventures of Huckleberry Finn*, Hemingway's *The Sun Also Rises*, Fitzgerald's *The Great Gatsby*, and Morrison's *Home*. Also included are selections from Thoreau's *Walden* and Frederick Douglass's narrative of his life in slavery, as well as Whitman's *Leaves of Grass* and the poems of Emily Dickinson. Students will begin their quest to understand some of the mythic conflicts – moral, racial, political, and psychological – that underlie these classic works of American literature with a study of Shakespeare's *Hamlet*, a play that begins with the visitation of a ghost and results in some remarkable meditations on the nature of self and existence. Additionally, students will continue to develop their language skills and fluency as writers through vocabulary work and a variety of writing assignments that include creative pieces as well as descriptive, persuasive, and expository essays.

English 12 – Special Topics in Literature

During the senior year, students spend each trimester with a different English teacher studying a thematically-focused range of genres in a seminar-like setting. Each seminar includes a variety of literary works including novels, essays, drama, and poetry. The subject of each seminar reflects each teacher's individual passion for a particular topic: examples include "Memoir: Truth and Storytelling," "Visions of Utopia," "Leading Ladies," "History and Fiction," and "Good and Evil." Students continue to write personal and expository essays requiring a close analysis of text. They also work toward writing at greater length about more sophisticated ideas in language that is increasingly flexible and rich, though no less clear. Representative works are: Chopin, *The Awakening*; Hardy, *Tess of the D'Urbervilles*; Conrad, *Heart of Darkness*; Faulkner, *The Sound and the Fury*; Potok, *My Name is Asher Lev*; Hong Kingston, *The Woman Warrior*; Joyce, "The Dead"; Morrison, *Song of Solomon*; O'Neill, *Long Day's Journey into Night*; Atwood, *The Handmaid's Tale*; Shakespeare, *King Lear*, *The Tempest*, *Henry V*, *The Merchant of*

Venice; Hansberry, *Raisin in the Sun*; Stoppard, *Arcadia*; Williams, *A Streetcar Named Desire*; Wilson, *Fences*; and selected poetry. Students may opt to take English 12 for Advanced Placement credit; those who do so must take the English AP exam in May. This requires the approval of the department.

Writer's Workshop

This year-long course in writing aims to give students a chance to develop their writing through the study and practice of a number of literary forms, including the short story, the essay, the newspaper (or magazine) article, and the stage play. Daily assignments aim to strengthen students' command of grammatical and stylistic elements in their prose. The main goal of Writer's Workshop is to help each young writer find his or her voice through a demanding process of writing and revision.

English Electives

International English

International English focuses on developing students' command of written and spoken English. In addition to studying the fundamentals of grammar, syntax, pronunciation, diction and vocabulary, students practice using idioms and other expressions of conversational English. Students also conduct thorough analyses of theme, character and narrative perspective in literature. The goal of the course is to help students acquire greater facility with reading, writing and speaking.

Writing Fiction

This class presents an organized approach to writing short stories. During the first two weeks of the course, students work on "story seeds," putting together a group of informal writing responses that can serve as the basis for ideas for more finished drafts. Over the course of the trimester, students write two longer stories (at least 4-5 pages). This work is shared with the class, and everyone has the opportunity to give and receive constructive criticism. Towards the end of the course, writers revise their pieces, developing original work into more finished narratives. Throughout the trimester, class members do short writing exercises both in and outside of class that help address issues such as characterization, plot, setting, and theme. In addition, students read selected short stories that serve as the basis for discussions about various writing techniques.

Writing Poetry

In every class, students read a variety of poems in order to gain a better understanding of how poets have used language to express themselves. Class members work on written exercises that generate new ideas for poems and increase awareness of poetic craftsmanship. Students consider the sound and rhythm of words as well as the sense, and they work on turning their own experiences and observations into poetry. Because class is conducted as a workshop, students are frequently asked to share their work with the group. All participants read and comment on other students' writing with the goal of helping their classmates improve. At the end of the course, students submit portfolios that contain all informal writing responses, as well as the drafts of finished poems.

Writing Plays

This writing workshop provides a structured approach to playwriting. Students learn to tell stories through action and dialogue, and focus on scene structure, characterization, and the development of a unique set of voices. For this class, students read several short plays that provide models for their own work, and

they complete a variety of in-class writing exercises that help develop their storytelling skills. They share their work and read it out loud together in order to test out how the ideas and dialogue sound. In the end, every student creates a 10-minute scene that may be presented in a staged reading or performance.

HISTORY

The History Department is committed to the development of historical literacy, critical and analytical skills. While most history curricula emphasize “coverage,” usually at the expense of depth, we seek to engender both breadth and depth in our students. Students learn to use historical materials, texts, documents, and primary and secondary sources. In addition, we teach reading, outlining, research, and note-taking skills. Students gain experience and proficiency in writing concise, critical and analytical essays.

Grade	Requirements – Option A	Requirements – Option B
Grade 9	World Religions World Political and Economic Systems World Wars	World Religions World Political and Economic Systems World Wars
Grade 10	Industrial America Cold War to Terrorism Global Human Rights	Industrial America Cold War to Terrorism Global Human Rights
Grade 11	Modern Global Studies The Middle East Dissent in US History	With approval from the department, students may take an Advanced Placement (AP) course (full year)
Grade 12	US Political Process	Students must take a second AP course OR the grade 11 sequence listed under Option A. Also, students must take US Political Process if they have not taken AP US Government & Politics.

Grade 9 – A Focus on World Systems

The grade 9 sequence includes three courses: World Religions, World Political & Economic Systems and World Wars. Students work with each faculty member in the department for one trimester. This series of courses builds an understanding of the major forces and themes that have shaped the human experience: ways of governing and organizing society, contact between cultures, religious beliefs and ways of thinking about our place in the world, the uses of technology and developments in science and philosophy, as well as how conflict and war have changed our planet. Students will learn about history not only by looking at big patterns and events, but also by focusing on what it was actually like to have been alive in times past. The courses build core skills in advanced reading comprehension, critical thinking, researching, and constructing sound written and verbal arguments.

Grade 10 – The Advent of the Modern World

Students take the following sequence of courses: Industrial America, Cold War to Terrorism and Global Human Rights. In this series of courses, students engage with some of the major movements and events

that have shaped our modern world. We start with the impact of industrialization on nations, and then transition to superpower conflicts, ending with an intense study of human rights around the world. Students are also expected to write a major research paper each trimester, and debate the historical significance of these issues in class.

Grade 11 – Modern History

Students take the following sequence of courses: Modern Global Studies, The Middle East, and Dissent in U.S. History. In this series of courses, students closely examine the forces that are shaping modern events. The emphasis of this series of courses is on the major conflicts influencing the world today. We give historical context to current events.

AP European History

This course is a college-level survey of European history from the Black Death in the 14th century through the fall of communism in the 20th century. Students will learn about the political, economic, intellectual, social, and cultural history of Europe. A central goal of the course will be to teach students to work with primary historical documents and to recognize bias and point-of-view in historical sources. Students will also practice making historical arguments that are both sophisticated and well-substantiated by evidence. At the conclusion of the course, students will take the College Board’s Advanced Placement Exam in European History.

AP U.S. History

This course is a survey of American history from the period of colonization to the present. Students rely on multiple sources in addition to the textbook. The class learns to use and evaluate primary sources. The course emphasizes the writing process through frequent writing assignments, and through developing the ability to analyze and interpret history from different perspectives, attitudes, and angles. At the conclusion of the course, students will take the College Board’s Advanced Placement Exam in U.S. History.

AP U.S. Government and Politics

This course is designed to give students a critical perspective on politics in the United States. It involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. Students will also look at various institutions, groups, beliefs, and ideas that make up the American political landscape. The major units of study include the constitutional underpinnings of our government, political beliefs and behaviors, political parties and interest groups, institutions of national government, public policy, and finally, civil rights and civil liberties.

Trimester History Electives

- *available to sophomores, juniors and seniors*
- *one trimester, 1/3 credit each*

American Modern Popular Culture (9 – 12)

This course examines the history of late 19th and 20th century America and Americans by looking at their popular culture. We compare examples of pulp fiction, TV shows, movies, recipes, and music from different eras of United States history. Students will test recipes from the first popular cookbook, the

“Fannie Farmer cookbook,” and compare the dishes to the American cuisine of the 1950s and today. Students will compare different genres of American television shows throughout the 20th century, such as *Leave it to Beaver*, *The Cosby Show*, *The Wonder Years* and *Modern Family*. They will also compare a Dashiell Hammett novel to a modern detective novel. It is an interesting, interactive and student-centered look at “America’s century.”

America’s Pastime

This course is an examination of the history of baseball, from its pastoral inception to its modern corporate existence. Students will study the impact of racism on baseball and the efforts of those who overcame it. The class will explore the role of unions in baseball, their failure in the 19th century and their overwhelming power in the mid- to late-20th century. Students will also learn about the legendary players of the game, and read baseball-related literature by some of America’s favorite writers. The result is a course that shows how the history of America’s game reflects the history of the nation itself.

Cold War to Terrorism

(Part of grade 11 history sequence; may be taken as an elective.)

In this course, students will concentrate on the world since 1945. The class begins with an examination of the ideological differences between the Soviet Union and the United States. Students also study the development of nuclear weapons and the beginning of the arms race, leading to the policy of mutually assured destruction. Additionally, time is devoted to the anticommunist hysteria associated with the McCarthy era during the 1950s, as well as a detailed exploration of both the building and destruction of the Berlin Wall, the Cuban Missile Crisis, the Korean War, and the Vietnam conflict. The course concludes with an examination of global politics today, with special emphasis on the study of terrorism both before and after 9/11. At the end of the trimester, students are expected to write a short research paper identifying the major problems facing the world today as we go forward into the twenty-first century.

Global Studies

(Part of grade 11 history sequence; also may be taken as an elective.)

This course focuses on the analysis of events, ideas, and historical phenomena that appear across various national boundaries and cultures. These global phenomena are by definition transnational, since they occur beyond the limitations of national boundaries or control. Global phenomena are economic, political, social, cultural, religious, ideological, environmental, biological, or involve new technology and means of communication. With this in mind, we began the trimester with a study of the Sandoz Chemical Spill that occurred in Switzerland in 1986. This transnational pollution event led to an examination of a number of other industrial accidents, including Bhopal in India, Chernobyl in Russia, the Exxon Valdez accident in Alaska, the BP Oil Spill, the Pacific Gyre Garbage Patch, E-waste in Guiyu China, the nuclear meltdown of the Fukushima plant in Japan, and the Kuwait Oil Field Fires. We also explored changes in assumptions about how the world works since the terrorist attacks of September 11th, 2001. This unit looked at the different views represented in the writings of Samuel Huntington, Thomas Friedman, Condoleezza Rice, Robert Kaplan, Stanley Hoffman and Joseph Nye. In the second half of the trimester, we apply their theories about globalization to a number of different topics, including a study of North Korea and Russian intervention in the Ukraine.

Dissent in US History

(Part of grade 11 history sequence; also may be taken as an elective.)

This course focuses on the issues in American History where a dissenting opinion has confronted an orthodox opinion and forced change to occur. Some issues explored in class change from year to year, depending on students' interests, but since America was founded on an act of dissent, the course always begins with study of the Revolutionary War Era. Students also examine the abolition movement and the fight for African American rights, the women's rights movement, and the gay rights movement. Students explore social injustice and the efforts made to counteract it; the methods used by those who attempt to foment change; and the reasons for the resistance to change. The purpose of the course is to open students to the idea that America's history is fluid, and they have the power to change it. After all, Alice Paul was just a woman who believed in suffrage; the African American students in Greensboro were just college freshmen and sophomores who took a stand against segregation; and Harvey Milk was just a man who overcame his own insecurities to become a symbol of defiance and of bravery. If they can cause change in society, anyone can.

The Middle East

(Part of grade 11 history sequence; also may be taken as an elective.)

This course examines the history of the Middle East with an eye to illuminating current conflicts in the area and evaluating the prospects for peace. Some of the topics covered include the origins of the split between Sunnis and Shiites, the formation of the modern states of the Middle East after the fall of the Ottoman Empire, and the creation of the state of Israel. A central theme of the course is the examination of how a region that for so many centuries had been "ahead" of the West in learning, technology, and tolerance has become a center of conflict in the modern world. Students will work with both historical and contemporary sources.

Food and Society

The history of human civilization cannot be separated from the history of food. This course examines our complex relationship with food, from the Neolithic period to the present. Students look at a number of themes, including different cultural and social rituals associated with food, the rise of the fast food industry, the debate over genetically modified foods, and the industrialization of the foods we eat. The class explores topics on food taboos, changing medical theories about food and diet, the value of eating organically-raised food, and the controversies over vegetarianism and animal rights. Students taking this class are exposed to arguments about sustainability, help maintain the Harley garden, and take several field trips to local farms or eating establishments. Finally, a certain amount of eating is obligatory.

Gender Studies (open to grades 11 and 12 only)

In Gender Studies, students examine and debate the gender roles that are implicitly and explicitly laid out in our society. Students analyze the male and female stereotypes portrayed in advertising, music videos, magazines, and movies. They also learn about the social origins of gender identity and examine the role of parents, schools, and peers in teaching what is deemed to be appropriate behavior for each gender. Attention is given to the biological aspects of gender identity, including the role of hormones, and of brain differences in gender identities. Additional topics covered include: the plight of boys in our schools, girls and body image, the current state of feminism, and gay, lesbian, bisexual, and transgender issues.

Philosophy and Ethics (open to grades 11 and 12 only)

This course begins with a survey of modern philosophy that starts with René Descartes and ends with the postmodern ideas of Jacques Derrida. Students read selections from Immanuel Kant, John Stuart Mill, Søren Kierkegaard, Jean-Paul Sartre, Albert Camus, and Friedrich Nietzsche. The emphasis here is on explaining the classic problems in epistemology, metaphysics and ethics. Students choose topics from a variety of subject areas that are debated in class. These issues might include questions involving religion and the existence of god, pleasure as the highest value, whether morality is relative or absolute, arguments about truly altruistic actions, or whether computers will ever achieve consciousness, as well as an exploration of how we acquire knowledge (empiricism vs. rationalism).

United States Political Process

This one-trimester course, required of students who do not take AP US Government & Politics, is designed to familiarize students with the principles of American government. Students read the Constitution, sections of a government text book, newspaper articles, and position papers on issues of importance. Students also examine a number of social and economic issues, and discuss those issues in class. Finally, students complete a number of group-based projects and participate in classroom debates.

FOREIGN LANGUAGE

The Foreign Language Department strongly recommends that students take four years of a language in the Upper School. We encourage this to ensure depth of coverage and the opportunity to achieve oral proficiency. Students, however, are only required to complete three successful years of the same language: French, Spanish, or Latin. In some cases, the department may consent to other options, including the study of two different languages for two years each for a total of four years of language in the Upper School. In special and rare circumstances, it may allow a student exemption from the foreign language requirement.

The department strives for student mastery in speaking, listening, reading, and writing. Within the required years, students will also acquire a cultural awareness of the countries and peoples represented by the languages they study. The department makes use of audiovisual and computer programs for foreign language teaching.

Spanish

Spanish I

This course is designed for students entering the Upper School with little to no experience with the Spanish language. The course is designed to build confidence with the Spanish language through oral, written, listening, and reading comprehension. All basic grammar topics as well as basic vocabulary will be taught and reviewed through *Descubre I* (Vista Higher Learning).

Spanish II

This course is for continuing students who have had at least one full year of instruction in Spanish. With the emphasis on oral proficiency, students continue to learn basic grammar concepts and enhance their

vocabulary by extensive practice through a variety of aural-oral and written exercises set in meaningful situational contexts. The text is *Descubre II* (Vista Higher Learning).

Spanish III

This course reviews the basic grammatical concepts taught in Spanish II and expands to more complex structures such as compound verb tenses, the future and conditional, and the subjunctive mood. The emphasis continues to be on oral proficiency with greater emphasis on writing and cultural studies of the Spanish-speaking world in order to develop awareness, understanding, and appreciation of other cultures. The text is *Descubre II* (Vista Higher Learning).

Spanish IV

Spanish IV is conducted entirely in Spanish. Students refine their speaking, listening, reading, and writing skills by discussing art from the Spanish-speaking world and reading progressively more challenging literary pieces that develop cultural and historical awareness of Spanish-speaking countries. Students discuss stories, current events, and everyday topics to deepen their conversational proficiency. The text is *Galería de arte y vida*.

Spanish V

This course is designed for students who have completed the study of Spanish IV and wish to continue the study of the language apart from the AP level. Students use the book *Revista* to review and build on grammar comprehension, vocabulary, and knowledge and awareness of Spanish-speaking cultures through the reading of literature and conversation.

AP Spanish

The Advanced Placement course in Spanish language is offered to students who perform at a high level in Spanish IV and attain reasonable proficiency in listening comprehension, speaking, reading, and writing. The course is designed to prepare students for the AP examination and develop language skills so students can express themselves with reasonable fluency. The AP Spanish texts are *Abriendo Paso: Temas y Lecturas* by Díaz and Nadel, and *Advanced Placement Spanish: Preparing for the Language and Culture Exam* by Jose M. Díaz.

French

French II

French II is a course designed for students who have completed French I or who have had one prior year of French. Students continue to learn about French culture, new grammar concepts, vocabulary, and conversation as they expand on what they learned the previous year. The text is *Imaginez* (Cherie Mitschke).

French III

French III is a review of the basic grammar topics taught in French I and II with an introduction to more complex grammar points and vocabulary. *Imaginez* (Cherie Mitschke) continues to be the main text, with thematic and literary documents interspersed.

French IV

This course is designed for students who have completed French III or who have had three prior years of French. Students work toward fluency in French through oral presentations and discussions of both history and literature. The text, *Trésors du Temps* (Yvone Lenard), is used to teach French history, grammar, and literature.

French V

French V is a course designed for students who have completed French IV (or who have had four years prior of French), and who are interested in continuing the study of French apart from the Advanced Placement level. Students continue to learn about the French culture, new grammar concepts (verb conjugations, verb tenses, etc.), vocabulary, and conversation through the viewing of French movies. The textbook used in this class is *Cinema for French Conversation* (Anne-Christine Rice).

AP French

Students apply their spoken French in various contexts and develop a French vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary. Students learn to express themselves in French coherently, resourcefully, and with reasonable fluency, both in speech and in writing. The texts used will include *Allons au-delà* (Richard Ladd), *Advanced Placement French: Preparing for the Language and Culture Exam* (Richard Ladd), and *Une Fois Pour Toutes* (Sturges, Nielsen and Herbst).

Latin

Latin I

Utilizing a combination of the reading-based and grammar-translation approach, Latin I covers the essential elements of Latin grammar, including all cases and declensions, verb conjugations and other important verbal forms and syntactical structures. The curriculum includes the study of derivatives and various aspects of Roman culture, daily life, history, and mythology relevant to the Latin readings. The text is *Latin for the New Millennium, Level 1* (Bolchazy-Carducci).

Latin II

An elementary Latin course intended for students continuing from Latin I, Latin II presents further essential Latin vocabulary, grammar, and syntax. Students read adapted Latin passages and translate brief selections from original Latin works, studying such authors as Vergil, Livy, Horace, Ovid, Seneca, Pliny the Younger, and Tacitus. English derivatives, aspects of Roman culture, daily life, history and mythology relevant to the Latin readings are also discussed. The text is *Latin for the New Millennium, Level 1* (Bolchazy-Carducci).

Latin III

This grammar intensive intermediate Latin course is intended for students advancing from Latin II and covers essential vocabulary, verbal forms, grammatical constructions, and syntax. Students examine post-Roman Latin literature, reading adaptations of passages written during the Middle Ages and Renaissance. They continue to explore the world of Classical Latin through unadapted passages from Cornelius

Nepos's *Life of Atticus*. The curriculum includes the study of derivatives and classical mythology, history, daily life and cultural topics relevant to the Latin readings. The text is *Latin for the New Millennium, Level 2* (Bolchazy-Carducci).

Latin IV

A reading-based, intermediate Latin course, Latin IV is intended for students continuing from Latin III. This survey literature course offers students the opportunity for in-depth critical examination of selected readings from Caesar, Catullus, Cicero, Vergil, Horace, and Ovid. Students translate literally, read critically, analyze, interpret, scan the verse (where applicable), and read aloud each of the assigned readings. The curriculum also includes substantial discussion of relevant Roman cultural, social, and political history, study of stylistic devices/figures of speech, peculiarities of poetic expression, and thorough review of all fundamental grammar. The text is *Latin for the New Millennium, Level 3* (Bolchazy-Carducci).

AP Latin: Vergil

This is a critical examination of Vergil's *Aeneid*, in which students translate, analyze, interpret, scan the dactylic hexameter verse, and read aloud the lines required by the AP syllabus. A careful reading of books one through twelve in translation, discussion of relevant Roman cultural, social, and political history, study of the figures of speech and stylistic devices used by Vergil, and the ancient epic as a literary genre are also included in the course.

Greek

Introduction to Classical Greek (one trimester)

A modern course in Classical Greek that emphasizes reading in Greek, with the goal of eventually translating passages from a variety of authors, including Aristophanes, Herodotus, Plato, and Homer. Grammar and word roots are also discussed. The texts used are *Reading Greek: Text* and *Reading Greek: Grammar, Vocabulary, and Exercises* by JACT (Joint Association of Classics Teachers). This course is not offered every year, but is available to interested students.

Science, Technology, Engineering and Mathematics (STEM)

SCIENCE

We provide a balanced and comprehensive science education that prepares students to be engaged in an ever-changing scientific and technological world. We inspire students to see themselves as scientists and to use scientific thinking to make informed decisions and solve problems.

Upper School students are required to complete three years of laboratory sciences in the three major disciplines: biology, chemistry and physics. The normal sequence consists of Biology in grade 9, Chemistry in grade 10, and Physics in grade 11. AP Biology and Environmental Science are electives in grade 12. AP Chemistry and AP Physics 1 are offered as advanced options in grades 10 and 11, and as electives in grade 12. Physics C: Mechanics (calculus-based) is sometimes offered for qualified students as an independent study option in grade 12. As it is currently structured, Environmental Science does not contain sufficient laboratory content to satisfy the “laboratory science” requirement.

The advanced science options allow qualified students to study biology, chemistry or physics in greater depth. Prerequisites and other requirements for enrolling in these courses are outlined in the AP science course descriptions.

All core science courses have a strong laboratory component and utilize hands-on approaches to learning. Students practice preparing for experiments, collecting data, and making careful observations. They also learn how to write accurate, coherent laboratory reports.

The sequence of courses is shown below:

Grade	Regular Sequence	Advanced Options
Grade 9	Biology	Honors Biology
Grade 10	Chemistry	Chemistry Honors AP Chemistry
Grade 11	Physics	Physics Honors AP Physics 1
Grade 12	Environmental Science	AP Biology AP Chemistry Physics C : Mechanics

Biology

General Biology

Biology is the study of life. This course explores the fundamental characteristics of living organisms and how organisms interact with their environment. The main objectives of the course are for students to learn basic biological concepts, to develop scientific process skills, and to use these tools to develop scientific questions which students explore through experimentation. The major units emphasized in the course include: basic biochemistry, cellular structure and function, anatomy and physiology, genetics and modern DNA technology, ecology and human impacts, and evolution. Common themes of life, emphasized throughout the course, are: the relation of structure to function, the interdependence of organisms and their environment, the ability to obtain and transform energy and materials, and the storage, use, and transfer of information. Laboratory exercises enable students to develop scientific process and inquiry skills. Students develop and test their own hypotheses in several exercises. Students gain experience using spreadsheets to analyze and graph experimental data. Some of the topics students investigate in laboratory exercises are: cell membrane transport, enzyme activity, cellular respiration, gel electrophoresis, population dynamics, and Geographic Information Systems as a means to explore ecological systems and human interactions with the environment.

Honors Biology

The Honors Biology course explores the fundamental characteristics of living organisms and how organisms interact with their environment. Students learn basic biological concepts, develop scientific process skills, and use these tools to develop scientific questions which students explore through experimentation. The major units emphasized in the course include: biochemistry, cellular structure and function, anatomy and physiology, genetics and modern DNA technology, and evolution. Common themes of life, emphasized throughout the course, are: the relation of structure to function, the interdependence of organisms and their environment, the ability to obtain and transform energy and materials, and the storage, use, and transfer of information. Laboratory exercises enable students to develop scientific process and inquiry skills. Students develop and test their own hypotheses in several exercises. Some of the topics students will investigate in laboratory exercises are: cell membrane transport, enzyme activity, cellular respiration, and gel electrophoresis. While covering the same basic curriculum as the regular biology course, the Honors course delves into the molecular details and chemistry concepts as they apply to biology. The laboratory exercises demand greater math proficiency and many of the labs incorporate sensors and probes. The course is especially appropriate for students interested in taking AP Chemistry as sophomores.

AP Biology

Full Year Course, 1 1/3 Credit

Through this strenuous college-level course, students develop an understanding of the unifying constructs in biology. Eight major themes recur throughout the course: energy transfer, continuity and change, relationship of structure to function, regulation, interdependence of nature, evolution, science as a process, and the relationship between technology and society. The laboratory component exceeds the requirements of the College Board Program. Students will complete all of the labs included in the *AP Biology Lab Manual*, plus students will do additional labs such as gram staining of bacteria, bioinformatics, a series of DNA fingerprinting labs, and a genetic transformation lab. The two major

goals of AP Biology are for students to develop a conceptual framework for modern biology and to gain appreciation for and experience using science as a process. The text for the course is *Campbell, Biology in Focus* (Urry, et al.). As a prerequisite for AP Biology, students must complete Chemistry or Physics with at least a B, or AP Chemistry or AP Physics with at least a C, or have the instructor's permission. This course meets for a double period every day.

Chemistry

General Chemistry

Chemistry is the study of the properties, composition, and structure of compounds and elements, and the changes that occur in these substances. Students investigate, through first-hand experiences in the laboratory and through instructor demonstration and discussion, key relationships between matter and energy. Topics studied include atomic theory, conservation laws, kinetic theory, periodicity, enthalpy, solutions, acid/base theory, molecular architecture, and organic chemistry. Writing formal laboratory reports requires the student to articulate relationships between experimentation and theory. In the General Chemistry course, the approach is conceptual and mathematical methods are developed, using inquiry activities and structured calculation worksheets. The text used for this course is Pearson, *Chemistry* (2012). The laboratory experiments, which are the backbone of the course, are selected from various sources, and are often conducted using computers and peripheral sensors.

Honors Chemistry

Chemistry is the study of the properties, composition, and structure of compounds and elements, and the changes that occur in these substances. Students investigate, through first-hand experiences in the laboratory and through instructor demonstration and discussion, key relationships between matter and energy. Topics studied include atomic theory, conservation laws, kinetic theory, periodicity, enthalpy, solutions, acid/base theory, Redox reactions, molecular architecture, rates of reactions, and organic chemistry. The course uses more involved quantitative methods and math skills than the General Chemistry course, and it moves at a faster pace. Writing formal laboratory reports requires the student to articulate relationships between experimentation and theory. The text used for this course is *Basic Chemistry* (2nd Edition by Timberlake & Timberlake). The laboratory experiments, which are the backbone of the course, are selected from various sources, and are often conducted using computers and peripheral sensors.

AP Chemistry

Full Year Course, 1 1/3 Credit

This college level course is a rigorous preparation for the AP exam. The students meet for a double period each day and spend extensive time in the laboratory investigating chemical concepts first-hand. Students study atomic theory, stoichiometry of compounds and reactions, gases, liquids, solids, solutions, periodicity, bonding, kinetics, equilibrium, thermochemistry, electrochemistry, and an introduction to organic chemistry. The text used is *Chemistry* (Raymond Chang). The laboratory component consists of the recommended College Board experiments, supplemented by exercises and activities which introduce basic lab skills. Data analysis using computer methods is emphasized. The prerequisite for AP Chemistry is a strong performance in an advanced math class, and recommendations from math and science

instructors are required. After the AP exam in May, sophomores and juniors prepare for the SAT subject test, by studying nuclear and organic chemistry in depth.

Physics

Honors Physics

Honors Physics is a rigorous course at the high-school level which presumes knowledge of algebra and trigonometry. Most Harley students are co-enrolled in Functions, Statistics and Trigonometry (FST). Students who have not already completed Algebra 2 will first encounter quadratic equations and the quadratic formula in physics, and hence they must be prepared for a little remedial work. Students will utilize spreadsheet computations, graphing and data fitting to a significant extent, especially in conjunction with laboratory work.

Throughout the course students pursue a theoretical and mathematical understanding of natural phenomena alongside a hands-on and visual experience of the same. Solutions to the equations of motion are tested by launching projectiles through hoops and landing them in small cups. Force laws are determined by taking measurements and fitting data, and those results are used to make testable predictions.

Honors Physics begins with the mechanics of motion, progresses with Newton's Laws and proceeds to the conservation laws for energy and momentum. After a thorough introduction to Newtonian mechanics, students experience a wide variety of topics involving waves and periodic phenomena. We explore the different ways of creating and using electricity along with energy conservation. We explore optics and modern physics too.

General Physics

The General Physics course follows the same sequence as the Honors Physics course, but there is less mathematical intensity. Coming in to the course students should be able to solve simple algebraic equations, and a prior introduction to the basic trigonometric functions is assumed. However, support and reinforcement for these prior skills is built into the class. In some cases we will use graphical and more visual methods in place of abstract algebraic solutions. Not all students access the curriculum in precisely the same way. There is a big emphasis on helping individual students access the curriculum with a variety of approaches.

AP Physics 1

Full Year Course, 1 1/3 Credit

The AP Physics 1 course is a rigorous introduction to collegiate-level science. This is a non-calculus course which thoroughly challenges students' understanding of algebra, geometry and trigonometry with special techniques introduced to address the close relationship of physics to calculus. It is expected that students are currently enrolled in Pre-Calculus.

In AP Physics 1 labs students must create most of their own procedures, decide what measurements to make, and justify their analyses with a detailed discussion of errors. An essential component of this course is to make arguments, critique arguments, and refine arguments. In support of this objective the laboratory reports are completed in a pseudo-journal format, submitted for peer review, and modified

prior to submission for a final grade. Dramatic gains in the writing process along with practical word-processing and spreadsheet skills will yield results well beyond the scope of this course.

Subjects include an introduction to Newtonian Physics including linear, circular and rotational motion of point and extended bodies. Students progress from a rigorous description of motion to dynamics and conservation laws. Gravitation and planetary motion are explored. Simple harmonic motion is thoroughly studied along with some aspects of wave motion. After a discussion of electric charge, Coulomb's Law and direct-current circuits, students are ready for the AP Physics 1 exam.

The AP Physics 1 objectives are completed in early May. We then pursue a broader array of topics including electromagnetism, optics and modern physics at a more rapid pace. Students are required to engage in real-world physics beyond the course curriculum. Students who are interested in pursuing the SAT Subject Exam in Physics are well-poised to do so.

Environmental

Environmental Science

The course provides students with an understanding of the structure and behavior of ecosystems, how human activities impact these systems at various levels, and how our society is developing sustainable solutions to address these problems. The first half of the course focuses on Earth's systems which provide a foundation for in-depth studies of human population growth, air and water pollution, climate change, energy use, resource depletion, and species and habitat conservation. The course places special emphasis on field studies and long term projects—including the monthly monitoring of water quality in Allens Creek. Students develop and practice laboratory and field techniques to analyze soil, water, stream ecology, population dynamics, and primary productivity. Students also learn about the impacts of legal, economic and political systems on environmental issues, and analyze the environmental impacts from a local development project of their choosing. The final unit of the course focuses on sustainability and emerging green technologies, and students explore the green features of the Commons and how our society will address global environmental issues.

MATHEMATICS

The sequence of courses follows a logical progression from elementary courses in algebra and geometry to more advanced courses in the analysis of functions, statistics, trigonometry, discrete mathematics, and precalculus. Throughout these courses, conceptual understanding and computational skills are stressed. All students solve both routine and challenging problems, improve their accuracy and precision, and continue to strengthen their mathematical foundation. Underlying structures are emphasized and students learn to recognize patterns so that they may use familiar concepts in new ways.

In the Upper School, students are exposed to an increasingly wide scope of material, including significant amounts of statistics and discrete mathematics, and the problems they are set relate this material to the outside world through a variety of applications. In addition, students become familiar with, though not dependent upon, the use of graphing calculators to explore concepts, support their thinking, or find solutions. From the Functions, Statistics, Trigonometry (FST) course on, students must have a Texas Instruments *TI-nspire* graphing calculator. Mastery is achieved through a wide range of materials

emphasizing problem solving, reading of mathematics texts, and constant reinforcement of understanding by ongoing review. These are all goals consistent with the National Council of Teachers of Mathematics standards for teaching mathematics in the twenty-first century.

Accelerated mathematics courses are available for students who have demonstrated a solid grasp of fundamentals and a facility with new material.

To graduate, students are required to take three years of mathematics classes in the Upper School sequence from Geometry or later. The sequence of courses is as follows:

Core Sequence	Electives
Algebra 1 Geometry Algebra 2 Functions, Statistics and Trigonometry Pre-Calculus AP Calculus AB AP Calculus BC+	Introduction to Computer Science Topics in Applied Mathematics AP Statistics AP Computer Science

Departmental Policy Regarding Students Who Do Not Earn a “C” or Higher for the Year

In the mathematics sequence, one’s ability to succeed in a given course is affected greatly by whether or not the material in the previous course was mastered. Hence, a student must earn a “C” or better in order to move up to the next level in the sequence. There are three options for students who do not earn a “C”:

1. The student repeats the course the next year. This option is preferred because it gives the student maximum time and opportunity to master the subject so as to ensure the best possible chance for success in future mathematics courses.
2. The student takes a class over the summer at a high school or college, and then sits a new final exam at Harley before the start of the following academic year. If a student chooses this option, he or she must score a final exam mark of B- or higher.
3. The student arranges and documents 40 hours of paid tutoring in the course and then takes a new final exam at Harley (the same minimum grade applies as in the second option above.)

If a student chooses one of these last two options, he or she must contact the Mathematics Department at the beginning of the summer to ensure that the work planned is an acceptable substitute for repeating the course the following year at Harley.

Policy on Acceleration (“Skipping”) in Courses in the Mathematics Sequence

In general, the Mathematics Department discourages students from accelerating by completing coursework independently to “skip” a course in the mathematics sequence. Such action can lead to gaps in students’ understanding or shakiness in mastery of the material, flaws that are rarely, if ever, remedied later. At the same time, we recognize that in cases of exceptional ability, a student might be able to accelerate his or her progress and master the material usually covered in a year-long class independently. If a student is to do this, the following conditions apply.

- The student must have the recommendation of his or her current classroom teacher and the approval of the head of the Mathematics Department.
- The student must have earned a full-year grade and a final exam grade of “A” or “A-” in the honors section of the course that immediately precedes the one to be covered in accelerated fashion.
- The student must take a class at a high school or college that covers the full material of the course that the student intends to omit, or arrange and document a minimum of 40 hours of paid tutoring in the subject. In either case, the student should consult with the Mathematics Department before undertaking such a program, to ensure that the work planned is an acceptable substitute for the course at Harley.
- The student must take an examination administered by Harley before the start of the following academic year. The student must score at least a “B+” on the honors examination to be able to omit this course from the sequence.
- The student must enroll in the honors section of the next course in the sequence.

Algebra 1

This course is the foundation for high school mathematics courses. It is the bridge from the concrete to the abstract study of mathematics. Topics include simplifying expressions, evaluating and solving equations and inequalities, and graphing linear and quadratic functions and relations. The text is *Algebra 1* (Smith, Charles, et al.).

Geometry

This geometry course balances theory and application while challenging students to write original proofs and to solve non-routine problems. Students study formal and indirect proofs, plane and solid geometry, transformations, and introductory trigonometry. The text is *Geometry* (Jurgensen, Brown, and Jurgensen).

Algebra 2

This course stresses concepts and applications of algebra—from straight lines and simple polynomial equations to exponents, logarithms, complex numbers, conic sections, matrices, and elementary trigonometry. Basic algebra skills are reviewed and new skills and concepts are reinforced regularly throughout the year. The text is *Algebra 2* (Smith, Charles, et al.).

Functions, Statistics, and Trigonometry

Students study descriptive and inferential statistics, combinatorics, probability, and do further work with exponential, logarithmic, and trigonometric functions. Algebraic and statistical concepts are integrated throughout, with particular attention paid to transformations of functions, graphs and statistical data. The text is *Functions, Statistics, and Trigonometry* (Rubenstein, et al.).

Precalculus

Precalculus topics include a review of algebra followed by a study of the advanced properties of linear, polynomial, exponential, logarithmic, and trigonometric functions, parametric equations, conics, polar equations, and discrete algebra. The course ends with an introduction to differential and integral calculus. The text includes a rich array of interesting applications. Students are required to solve problems

algebraically, numerically, graphically, and verbally. The text is *Precalculus with Limits* (Larson and Hostetler).

AP Calculus AB

Students briefly recapitulate the major topics in precalculus with the analysis of functions at an advanced level. They follow this with a study of differential and integral calculus of functions of a single variable, and its application to a variety of areas. Students who enroll in this course are expected to take the AP Calculus AB exam. The text is *Calculus: A Complete Course* (Finney, Demana, Waits, and Kennedy).

AP Calculus BC and Beyond

Students review the major topics covered in AP Calculus AB, with exploration of additional topics such as: the calculus of parametric, polar, and vector-valued functions; infinite series, including Taylor and Maclaurin series; and elementary differential equations. Multivariable calculus is also introduced if time permits. Students who enroll in this course are expected to take the AP Calculus BC exam. The text is *Calculus: A Complete Course* (Finney, Demana, Waits, and Kennedy).

Introduction to Computer Science

One Trimester Course, 1/3 Credit

This elective introduces objects and classes using Java. Classes are hands-on, with most class time spent programming. BlueJ is the interactive development environment (IDE) used. This course is recommended for students planning to take AP Computer Science, and is offered every second year, alternatively with AP Computer Science. The text is *Objects First with Java*, 3rd edition, by Barnes and Kolling.

AP Computer Science

Alternates with AP Statistics

This is a full-year elective course for juniors and seniors that provides a comprehensive introduction to three important areas in computing: programming methodology, algorithms, and data structures. Students strengthen their understanding of these concepts by writing programs in JAVA. Permission of the instructor is required to enroll in this course. The text is *Java Software Solutions for AP Computer Science* (Lewis, Loftus, and Cocking).

AP Statistics

Alternates with AP Computer Science

Statistics is concerned with the collection and analysis of data to study patterns and variations. In this course, students explore a variety of techniques for collecting and interpreting data, drawing on a variety of 'real-world' examples and information from student projects. Working on case studies individually and in groups, students learn various techniques to develop models for, draw conclusions about, and make predictions from data. The course is designed to prepare students for the AP Statistics examination, and it is expected that all students will sit that exam. Students may enroll in the course in either the junior or senior year, though this course does not count toward fulfilling the regular three-year sequence of courses required for graduation. The text is *The Practice of Statistics* (Yates, Moore, and Starnes).

Topics in Applied Mathematics

This senior course provides a broad review of mathematical skills and operations while introducing students to the variety of mathematical applications to specific problems or situations. Topics are drawn from different areas of discrete mathematics, including voting and Arrow's theorem, apportionment, personal finance, game theory, and management science. Time permitting, the course also addresses the mathematics of technology, elementary economics and statistics, and growth, symmetry, and patterns in nature. The text is COMAP, *For All Practical Purposes*.

Social Sciences

SOCIAL SCIENCES

AP Macroeconomics

Half-year course, 1/2 credit

From the College Board: “AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.”

AP Microeconomics

Half-year course, 1/2 credit

From the College Board: “AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.”

Psychology

This course has two main objectives: to introduce the systematic, scientific study of the behavior and mental processes of humans and other animals, and to sharpen students’ skills in critical and creative thinking through daily discussion and debate. Students learn about the methods psychologists use as well as the facts, principles, and phenomena associated with the following topics: the history and science of psychology, consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology.

Hospice

The Harley Hospice elective for seniors is a unique opportunity for students to engage in a direct and authentic way with questions of death and dying. While learning the basics of direct physical care in order to volunteer at a local two-bed hospice/comfort care home, students also address the many emotional, psychological and spiritual aspects of death and grief. They share stories of loss, journal their reflections, and write pieces reflecting on their own life and death. Texts include *Lighting the Path* by Deb Sigrist and *Blessing Our Goodbyes* by Kathie Quinlan. Both authors are local hospice nurses, and we are fortunate to have them as guest presenters in class. Other class readings include Maggie Callanan's *Final Journeys*, Leo Tolstoy's *The Death of Ivan Ilych*, Mitch Albom's *Tuesdays with Morrie*, and Philip Simmons' *Learning to Fall*. Multiple poems are utilized, as is Bill Moyers' film series *On Our Own Terms*.

Students undergo extensive training in order to care holistically for the dying person and his or her family. This care includes providing physical bedside care that will help keep the dying person as comfortable as possible, while also providing emotional support and a compassionate bedside presence. There are a dozen two-bed hospice/comfort care homes in the area, and students are paired with a comfort care home close to their own home. Once the initial training process and an initial four-hour "shadowing" volunteer shift are completed, Harley students are expected to schedule their own shifts at their respective houses. The greatest value of this course will be the relationships that the students develop with the dying, hence the hope and expectation that they will be able to commit to volunteering on a weekly basis.

The Commons

The Chesonis Commons opened in the Winter of 2013-14 and represents a wonderful addition to the facilities of The Harley School. But the Commons is more than just a great new facility: it was designed to support educational commitments that Harley holds dear. Civic engagement, experiential service learning, project-based and hands-on learning, mindfulness and empathy education, citizen science, democratic engagement, student management of the "living building"—all these important educational values are supported by the Commons.

Food and Farm Lab

Farm and Community is a work/study class where students become the management and labor force behind Harley Micro-Farm, an innovative, organic vegetable and fruit garden located on the Harley campus. Students become farmers, researchers, community organizers, project managers, carpenters, plumbers and a range of other roles and responsibilities as they operate and enhance Harley's food and farming operation. A primary focus for Food and Farm Lab is the Salad Project, an action research project exploring our ability to grow all of our own lettuce for school lunch. Students work the soil, plant and care for the lettuce, harvest-clean-chop and serve the lettuce, and engaged in a range of design-build projects constructing a greenhouse, cold frames, and high tunnels to allow us to extend our lettuce growing season. Overarching our work-focused class is the theme of sustainable agriculture and food

systems, students are exposed to that context and a few readings and discussions help to make those connections.

Design and Innovation Lab

Design and Innovation Lab is an entry-level engineering and innovation class that exposes students to the basic elements of the design process (Empathize, Define, Ideate, Prototype, Test) and then supports them through a series of increasingly difficult design challenges. Through this hands-on, shop-based class, students work with core engineering and design concepts and collaborate to solve various problems. Materials and the related tools the students will utilize include cardboard, wood, metal, electronics, digital logic and programming, biology and plants, and so on... Additionally, students learn the basic knowledge, skills and attitudes needed to operate a baseline set of tools in the shop safely and effectively.

Engineering and Innovation

Engineering and Innovation is an advanced version of Design and Innovation Lab, supporting students in deeper levels of exploration and understanding regarding core engineering and design concepts and projects.

Rights and Responsibilities

Rights and Responsibilities is a trimester-long, freshman seminar that engages students in discussions and activities that explore our individual and collective rights and responsibilities within the various communities to which we belong. Students use issues facing the Harley community, the Rochester community and the broader national and global communities as discussion points and examples, and explore our thoughts and opinions regarding rights and responsibilities, individual and collective success, and social and environmental justice.

This course has been developed as a way to meet some of the goals articulated in The Characteristics of a Harley Graduate—civic engagement, familiarity with the democratic process, the ability to dissent respectfully, a respectful steward of community and environment, etc. This course is housed in The Commons and is significantly influenced by The Commons' focus on social and environmental sustainability.

Our course includes guest lectures from local political figures and activists; shared teaching time among a range of Harley faculty; leadership opportunities within the Harley community, including the facilitation of Town Hall Meetings and necessary community work; and independent student work, including a culminating “Advocacy Project” designed and implemented by each student with faculty and community support.

The Living Building

The students in the Living Building class help manage the daily operation of the Commons in the control room. They learn about how the building works, how to operate the control room, and also think about student leadership models to ensure that students are really in charge of the Commons. The first part of the course includes many guest speakers to teach us about the building and its complex systems.

Academic Independent Study

Students are offered opportunities to pursue a particular subject in-depth or develop an understanding of a topic not offered in the present curriculum. A student proposes a program of study including objectives, resources, times, credit requested, and method of evaluation. He or she solicits a project advisor from the faculty, or in some cases, from people outside the school. The Upper School Head, the department chair and the student's academic advisor review the proposal and may suggest modifications. Students contemplating Independent Study must be able to handle individual responsibilities and long-term projects; if a student were unable to manage his or her academic load while pursuing an Independent Study, the Independent Study may have to be suspended. In recent years, some of the Independent Study programs included French literature, astronomy, architectural design, Watergate, and Far East Studies. Students should have primary skills in the area of their study to enable them to work independently. Independent Studies are not tutorials. Course credit is given for successful completion.

The Arts

Visual Art

All art courses are one trimester (1/3 credit), with the exception of the Portfolio Preparation and AP courses, which are full-year courses (1 1/3 credits).

Art 9

Art 9 is a required one-trimester course which helps set a foundation for art courses to follow. These basic art experiences provide lessons and techniques in drawing, painting, and three-dimensional media, including paper, clay and plaster. The primary goal is for students to engage in projects with which they connect personally so that the artwork they make is both attractive and meaningful. Within this context, they are taught basic design principles including form, value, color and composition.

Art 10 requirement

In grade 10, students are required to take at least a single one-trimester art course of their choosing.

Drawing I and II

In these courses, beginning drawing students learn the building blocks of producing good drawings: line quality, negative space, contour and value. They use a variety of traditional media (graphite, charcoal, and India ink) and non-traditional (chocolate syrup and batik). Intermediate level students move quickly through the beginning exercises to focus more on using gesture and value to describe form. They are given the freedom to set up their own still life arrangements, so that their drawings have more personal meaning to them. Students are encouraged to draw from direct observation rather than photographs.

Painting—Watercolor, Acrylic, Oil

Students spend the first few weeks working on assigned problems related primarily to color theory and paint mixing and blending. It is helpful if the student has taken drawing before painting. Students are introduced to the work of a number of modern and contemporary artists as inspiration for both realist and abstract work. Assignments throughout the course challenge students to experiment with color, texture and composition while developing personal expression and style. More advanced students may choose to learn oil painting as well.

Art Portfolio Preparation

This full-year course is the first year of the AP Art sequence and meets daily for two periods. This course is taken in the junior year. Serious art students begin intensive work to build their art portfolios. Over three trimesters, students build skills in design, color theory, and composition, using drawing and painting media. Problem-solving and personal expression are major themes throughout the year.

AP Studio Art—Drawing

This full-year course is the final year of the AP Art sequence and meets daily for two periods. The course follows the guidelines of the College Board AP recommendations for AP Drawing and AP Two-Dimensional Design. During the fall trimester, students prepare the “Breadth” section of their portfolio, in which they need to demonstrate knowledge of design principles, along with skill in a range of media,

while expressing their own personal vision or voice. Beginning in the second trimester, they begin to develop a concentration of their own choosing. Digital images are taken of all their work throughout both years. During AP exam time in early May, students assemble their portfolios, which are sent to be evaluated by a team of college and art school professors. Each portfolio consists of five original works that illustrate quality, twelve slides that illustrate breadth of media and technique, and twelve slides of work in the student's area of concentration.

AP Studio Art 2D

This course follows the guidelines of the College Board AP recommendations for AP2D Design. The course works mainly with photography as this has been the most requested medium. AP Studio Art 2D is a year-long course with students working on at least one assignment every week. The course builds off of the Digital Photography class and instead of working on the basics, students begin exploring more advanced photography skills. Students work with digital cameras, film cameras, and they create large negatives to use in antiquated processes. Students also learn more advanced tools in Adobe Photoshop and spend time on more Photoshop-intensive projects. Throughout the year, students work on the Breadth section of their portfolio, consisting of 12 photos that show a huge range of work as well as a solid understanding of the elements and principles of art and design. Beginning in the winter trimester, students start their Concentration. This is a focus that the students choose after submitting a proposal to the instructor. The students create new photos each week for critique and end up with a cohesive body of work represented by 12 final photographs. Students also submit a Quality section consisting of five hard-copies of their photographs.

AP Art History

From the College Board: "The AP Art History course, which is equivalent to an introductory college art history survey, focuses on developing students' art historical skills as they examine and analyze major forms of artistic expression from a variety of cultures from ancient times to the present. While visual analysis is a fundamental tool of the art historian, the course also emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Students investigate how imagery has shaped our perceptions and behavior through time, providing insight into the past and into our own age and culture."

Computer Graphics

Computer Graphics acts as an introduction to the world of digital art. Students learn how to use Adobe Photoshop, InDesign, and Illustrator to create various assignments throughout the trimester. The students learn the elements and principles of art and design and use them throughout each project. Projects include creating book covers, posters, advertisements, logos, and vector images using a photograph as reference. Students participate in class critiques at the end of each project to discuss how the projects went and what they could improve upon.

Digital Media

Digital Media serves as an introductory course to digital image making. Students learn using personal digital devices, scanners, and DSLRs for capture as well as the basics of Adobe Photoshop. Students begin the trimester learning the basics of composition using scanners and Photoshop. Projects are initiated with instructor provided examples, which aim to provide the student with a variety of approaches. The

projects continue to build on their technical skills with a strong emphasis on idea development and articulation. Each project culminates in a class discussion. These discussions are opportunities to develop the work as well as for the peer group to build their visual vocabulary. Projects for this class include scannography, portraits, narrative, constructed spaces, and a self-directed final project.

Documentary Film

Documentary Film introduces students to the world of film-making. Students begin by learning the basic film terminology that they will use throughout the trimester, as well as viewing excerpts from professional documentaries to get a feel for the medium. Students then begin practice projects that cover the use of the camera, framing, lighting, and interview techniques. The second half of the trimester is for students to make a documentary film of their choice after submitting a proposal that includes an equipment list, shot list, cast, etc. The trimester ends with a screening of everyone's films in class.

Yearbook

The yearbook at Harley is an entirely student-produced publication. Members are responsible for taking nearly all of the photographs and contacting teachers to set up appointments. Students are also responsible for laying out the entire publication in Adobe InDesign. In addition, students help mail out information packets about fundraisers and advertising.

Photojournalism

Photojournalism introduces students to telling stories through photographs as well as reporting. The class teaches students how to work under tight deadlines in order to get the information published as soon as possible. Students work in Adobe InDesign to learn how to properly lay out pages, and learn how to quickly edit photos in Photoshop to get them ready for publication. Additionally, students learn about the ethics of photojournalism as well as photography in general.

Ceramics

This course guides students in working with clay using a variety of techniques of hand-forming and wheel-throwing for both functional objects and sculpture. Experimentation with texture and other techniques of surface decoration are encouraged. The emphasis is on both craftsmanship and on development of one's own ideas. Students examine form, function, and aesthetics of clay works in individual and class critiques.

Glass I

Glass I is an introduction to flameworking. Students learn to manipulate glass using a gas/oxygen torch. This survey begins with discussions about safety and equipment in the glass studio. The beginning weeks of the course focus is on creating beads, then moves to a variety of projects including ancient core form vessels and marbles.

Glass II

In Glass II students work with the instructor individually, focusing on a few areas of flameworking that they are interested in. This more intense study of glass processes is an excellent way to develop advanced skills.

Kiln Glass

Students use lost-wax and other clay techniques to create molds for kiln casting. Focus is placed on process and properties of shaping glass in the kiln. Students learn basic cold working techniques for finishing pieces.

Sculpture I

Students address a number of three-dimensional problems, solving them using a variety of media: wood, paper, clay, fiber, plaster and concrete. Emphasis is on problem solving, self-expression, and development of an understanding of the principles of three-dimensional design.

Jewelry / Metals

Jewelry making is an introductory metals course. Students learn basic techniques in sawing, filing, sanding, texture, and soldering. Students make a variety of projects such as a pendant, a cuff bracelet, a chain bracelet or necklace, found object jewelry, and rings. Students work in copper and brass, and occasionally scrap sterling silver. There is a focus on design, and students regularly have sketch critiques before building new work.

MUSIC

All Music courses are one trimester (1/3 credit) unless otherwise noted. All grade 9 students are required to participate in one of the school's core ensembles: Choir, Wind Ensemble, or Strings Ensemble.

Trimester electives are scheduled on year-to-year basis, based on student interest; some of these electives may not be offered every year.

Strings Ensemble

Full Year Course, 1/2 Credit

This ensemble is a class for the experienced string player. This performance-based class is mainly open to classical string instruments. This class covers different styles of music, focusing on both small ensemble and solo performance. Students must practice outside of class. All positions are subject to the instructor's approval. This course receives a letter grade and academic credit.

Wind Ensemble

Full Year Course, 1/2 Credit

Wind Ensemble meets every other day and is open to all woodwind, brass and percussion instruments. Students of this course receive a letter grade and academic credit. Students perform a variety of repertoire arranged for the contemporary concert band or wind ensemble. Rehearsals focus on ensemble skills including advanced technique, tone, intonation, balance and blend. Students are expected to have at least three years of experience on their instrument, or perform at the equivalent level. Chamber music opportunities are also available to interested students as part of this course.

Choir

Full Year Course, 1/2 Credit

Choir is open to students in grades 9 through 12. The choir rehearses every other day, studying and performing a diverse repertoire, including "classical," pop, folk, and jazz. Rehearsals emphasize proper

vocal technique, sight-reading, ensemble blend and basic music theory. Students receive a letter grade and academic credit.

Women's Choir

Full Year Course, 1/2 Credit

Women's Choir is open to women in grades 9 through 12. In this ensemble, students study and perform a diverse repertoire of standard women's choral music, including classical, pop, folk, and jazz. Rehearsals emphasize proper vocal technique, sight-reading, ensemble blend, and basic music theory. Students receive a letter grade and academic credit. The class meets three days per eight-day cycle.

Jazz Band

Full year course, 1/2 Credit; audition required

This class is open to grades 9 through 12. Students study and perform music from standard jazz and popular jazz-rock idioms, to classical studio-style music. All instruments are encouraged, from strings to drum set. Composition and transcribing of music is also featured in this class. Examples of the instruments in a studio jazz orchestra are: violins, flutes, guitar, bass, saxophone, drums, piano, trumpet, baritone, and so on. Students of this course receive a letter grade and academic credit. Class meets every other day.

Trimester Music Electives

Introduction to Music Theory

This course is open to students in grades 9 through 12. It is designed to promote better understanding of music through the study of its basic building blocks. Topics include keys, scales, intervals, triads, seventh chords, rhythm, voice leading (three- and four-part chord writing), and musical analysis.

Introduction to Opera A (Mostly Italian)

Beginning with a brief discussion of the early history of opera, students study the development of this genre as both a musical and social phenomenon. Operas covered in this course include *Giulio Cesare*, *Le Nozze di Figaro*, *Lucia di Lammermoor*, *Rigoletto*, *Carmen*, and *Tosca*. Opera A and B are designed to be non-consecutive, stand-alone courses; each is an independent but complementary course covering different sets of composers, periods, and sub-genres.

Introduction to Opera B (Mostly Non-Italian)

Beginning with a brief discussion of the early history of opera, students study the development of this genre as both a musical and social phenomenon. Operas covered in this course include *Cadmus et Hermione*, *Die Zauberflöte*, *Il Barbiere di Seville*, *Otello*, *Eugene Onegin*, and *Salome*. Opera A and B are designed to be non-consecutive, stand-alone courses; each is an independent but complementary course covering different sets of composers, periods, and sub-genres.

Introduction to American Musical Theater

Beginning with the success of Gilbert and Sullivan's *H.M.S. Pinafore* and a discussion of early vaudeville, this class examines the rise of musical theater as an American art form, as well as the artists who created it. Students study the development of American musical theater in its historical context.

Musicals covered in this course include *Show Boat*, *Oklahoma!*, *Kiss Me Kate*, *Joseph and the Amazing Technicolor Dreamcoat*, and *Sweeney Todd*.

Introduction to Baroque and Classical Music

This course is a survey of Western music from the Baroque and Classical periods. The format is mainly lecture/discussion, supplemented by guided in-class listening to examples of the works of important composers of each period. Using the first volume of the *Norton Anthology of Western Music*, students will study compositional styles, forms, and orchestrations of some of the great masters of composition in the Western tradition from 1600-1800. Although the basics of score reading are reviewed at the beginning of the course, the ability to read music is recommended.

The Theremin: Origins of Electronic Music

The theremin is one of the earliest electronic instruments, and is played without actually being touched. In this course, students build a theremin from a kit, learn how it works, and experiment with playing it. Class discussions include the theremin's history and influence on early electronic music, as well as the other electronic instruments like the synthesizer and the telharmonium. Due to the nature of the course, class size is limited.

Beginning Guitar

This class provides instruction on basic guitar technique. Techniques used in classical as well as popular styles are examined. Students learn how to play single note melodies, chords, and the basics of blues improvisation. Music in standard notation as well as tablature notation will be studied. Since outside practice will be required as part of the grade, students enrolling should have access to a guitar at home.

Beyond Beethoven: Music of the 19th, 20th and 21st Centuries

This course is a survey of Western music from the Romantic and twentieth century periods. The format is mainly lecture/discussion, supplemented by guided in-class listening to examples of the works of important composers of each period. Using the second volume of the *Norton Anthology of Western Music*, students study compositional styles, forms, and orchestrations of some of the great masters of composition in the Western tradition from 1800-2000. Although the basics of score reading are reviewed at the beginning of the course, the ability to read music is recommended.

Jazz History

This course provides an overview of the history of jazz, with emphasis on the recordings of the 1950s and 1960s, as well as the recordings of more recent years. The contributions of major soloists, bands, band leaders, and composers are addressed. The course utilizes audio and video clips, lecture, research projects, and an experiential component.

A Cappella Arranging

This course provides students with the basic tools of "collegiate-style" a cappella arranging. Students learn about song selection, form, transcription, voicing, and adaptation. Each student is expected to finish at least one full-length arrangement. Some understanding of basic music theory is recommended, but not required.

Lessons

Private instruction is offered in woodwinds, percussion, brass, and guitar. Voice lessons may be available for Upper School students. Lessons are 30 minutes and are scheduled on an individual basis. An additional fee is involved for these extra-curricular lessons.

DRAMA

All drama courses are one trimester (1/3 credit).

Acting I/Scene Study

In this class, students learn the vocabulary and basic physical building blocks of working in the theatre. Students work on a scene and two contrasting monologues, as well as read a play together. Students have the opportunity to act in scenes from contemporary and classical dramatic literature. They use the twelve guideposts from *Audition* by Michael Shurtleff. Emphasis is placed on physicality and diction. Central to this course is the exploration of relationships between characters and how these relationships are communicated. Their scene work includes in-depth character analyses, identifying objectives, obstacles, beats or units of action within their scenes, as well as preparing their scene to be shown in a staged performance. A student may take this class several times and the learning will be structured to deepen each time.

Children's Theater

Students learn to utilize skills involved with creative dramatics and storytelling. Developing vocal range and physical presence for characters is emphasized. The class looks at storytelling and how to enhance the process through the use of props and costumes. Some improvisational skills are included in the “morphing” of fairy tales. The class performs for the Lower School classes.

Improvisation

Improvisational exercises have always served as building blocks for the work of an actor. These tools include listening, following creative impulses, collaboration and point of focus. The concept of “Yes, and...” is the fundamental notion, a concept that requires the actor to relinquish control but practice responsibility. The structure of the game is central. This class is an experiential learning environment where students learn by doing... and they laugh a lot. A student may take this class several times and the learning will be structured to deepen each time.

Directing

Students choose a piece of dramatic literature and breathe life into it. They go through all the steps – text analysis, creating a vision, blocking, casting, working with actors, making changes, adding production values, and performance. While theatre is a collaborative art, the director is responsible for a unified vision. This requires a full understand of the text and leadership abilities. Each student directs and is a cast member for other student directors.

Shakespeare

Students practice monologues and scene work, trying to discover through text analysis and physical movement the layers of truth involved in this great writing. Students are encouraged to compete in the

annual Shakespeare competition held at Harley each winter. The winner of the competition goes on to a regional competition. We learn about iambic pentameter, theories of organic language and a technique called “dropping in.” The class often performs at an Upper School assembly.

Drama Productions

Fall Play

The Fall Play is an eight-week process of auditions, casting, workshops on voice and diction, read-throughs, table work, scene work, blocking, research, rehearsal, lighting, costuming, set-building, and finally, performances...truly, all the aspects and facets of a theatrical production. Students keep journals in which they track their process and write in their character’s voice. Recent productions include *The Laramie Project*, *Macbeth*, *Tartuffe*, *Commedia Del’Arte*, *Almost, Maine*, *As You Like It*, and *Triangle Factory Fire Project*. As these selections demonstrate, the Drama department does not shy from challenging material! Participation in the Fall Production earns 1/3 credit and counts towards the school’s graduation requirements in the arts.

Spring Musical

A ten-week process, the Spring Musical takes students through a read/sing-through, musical rehearsals, choreography, scene work, accent work, coordination with an orchestra pit, and several performances. Students also keep a journal, help with costumes, lights and props, and participate in striking the set. Past musicals include *Lucky Stiff*, *Ernest in Love*, *Das Barbecu*, *Little Women*, *Sing for Your Supper*, *Death Takes a Holiday*. Participation in the Spring Musical earns 1/3 credit and counts towards the school’s graduation requirements in the arts.

Independent Study

Mastering Monologues

A student will choose, explore, rehearse and perform five monologues. The culminating project is a performance of all five.

Physical Fitness

Health

Upper School Health meets for one trimester in Grade 10 and is a pass/fail course. The objective of the course is to empower students by teaching the decision-making skills needed to navigate the ever-changing complexities of emotional and physical health. Student assessment is based on participation in classroom discussions and performance in group activities and projects. For the first half of the course students explore the process of making healthy decisions and are engaged in a group research project centered on “social hosting.” Sexual health is the main focus of the second half of the trimester. This includes an overview of sexuality, birth control methods, STIs, HIV/AIDS, sexual assault, and more. Students take a field trip to Highland Family Planning to learn about various sexual health related services and resources. Guest speakers from the community are often invited to present to the class.

Physical Education

Physical Education is a graduation requirement for all students in the Upper School. Students must earn credit during each of the Fall, Winter and Spring interscholastic sports seasons. Credit can be earned by participating in:

- regular Physical Education classes
- an out-of-school instructional program (an Independent Study PE)
- the Harley Allendale Columbia (HAC) interscholastic athletic program. The Harley School graduation requirements dictate that students in grades 9 and 10 are required to participate on at least one interscholastic athletic team each year.

Physical Education

Upper School Physical Education classes meet every Monday, Thursday and Friday during the Advisory period. Students enrolled in Physical Education are expected to attend every class meeting. Absences due to conflict must be approved by the Physical Education staff prior to class. Units of study may include skill development and rule comprehension in the following activities and sports: football, soccer, speedball, golf, basketball, floor hockey, swimming, bowling, softball, track & field, Ultimate Frisbee and tennis.

Physical Education Independent Study

The independent study program is designed to accommodate students who wish to pursue an athletic activity or sport that Harley or HAC does not offer. Students are automatically enrolled in regular Harley Physical Education classes until they submit an Independent Study Contract. Independent Study Contracts must be submitted for each season in which one plans to engage in an outside activity in lieu of regular Physical Education classes. There is no “carry-over” of a contract from one season to the next.

Students engaged in an independent study program must participate in the selected activity at least two hours per week and their progress must be monitored by a trained coach or adult. Students must submit Activity Verification forms at regular intervals set by the Physical Education Department as proof of participation. Parent approval is required prior to the acceptance of an independent study contract.

An independent study course requires personal accountability and maturity. Due to the independent nature of the program, a large part of the grade (pass/fail) is based upon his/her accomplishment of the agreed objectives, and his/her communicating this information to the PE Department in a timely fashion.

Grade 9 students are permitted to participate in one independent study program during the ninth grade year.

HAC Athletics

The Harley School and Allendale Columbia School have merged to form an athletic team alliance (HAC) that participates in the Finger Lakes League, Section Five and the New York State Public High School Athletic Association for events and athletic competition.

The HAC Athletics Department encourages students to participate on athletic teams and adheres to a “no-cut” policy. The interscholastic athletic program provides an opportunity for students to learn and experience those values inherent in team sports.

For those students who hope to balance both interscholastic (HAC) athletic involvement with a major performing arts commitment after school, it is important to bear in mind that one must indeed strike a balance between the two. While we support students who seek to do both, it is very difficult to take a lead in both activities simultaneously. If one is a leader in a performing arts activity, for example, it is reasonable to think one might take a lesser role in one’s athletic involvement, and vice versa.

Each season, students in grades 9 through twelve may elect to participate in one of the following activities listed below. HAC athletics for students in grades 9 and 10 are a curricular activity and students are required to participate on at least one interscholastic athletic team each year to meet graduation requirements:

Fall	Winter	Spring
Boys’ JV & V Soccer	Boys’ JV & V Basketball	Boys’ JV & V Baseball
Girls’ JV & V Soccer	Girls’ JV & V Basketball	Girls’ JV & V Softball
Girls’ JV & V Volleyball	Boys’ V Swimming	Boys’ JV & V tennis
Girls’ JV & V tennis	Girls’ V Swimming	Boys’ V Track
Boys’ V Cross Country	Boys’ V Bowling	Girls’ V Track
Girls’ V Cross Country	Girls’ V Bowling	
Co-ed JV & V Golf		

Changing Physical Education Activities Prior to the End of a Trimester

Students choosing to fulfill the Physical Education requirement by participating in the HAC athletic program must immediately resume attending regular Physical Education classes if they are removed from

their team's roster for any reason. Attendance at all remaining classes, combined with whatever time such students have invested in the athletic program prior to their removal from their team, will satisfy the Physical Education requirement for that Trimester.

Students choosing to fulfill the Physical Education requirement by participating in Independent Study program must also resume attending regular Physical Education classes if at any point it is determined that they will be unable to complete their chosen program. Such students will be required to attend all remaining regular Physical Education classes and to make up all missed classes, minus any time documented on their Activity Verification form.

Experiential Service Learning

Harley places a high value on civic engagement and service to the community. Throughout the year, students keep a log of their volunteer hours at church, school agencies, or other organizations. A yearly commitment to at least 20 hours of community service is recommended to all students. Those who volunteer ten hours of time or more, in one year, are honored with a White Key Award at the Honors Assembly in June. Additionally, a Community Service designation is made on the transcript each year an individual documents and submits a minimum of 20 hours of service.

Upper School Activities, Opportunities, and Events

Each and every year at Harley is a lively combination of tradition and improvisation, so any representative list of activities and events is subject to change. New student-led clubs are created each year with approval of Student Council and Upper School faculty. Following is a comprehensive catalog of the wide-ranging opportunities available to Harley students.

Clubs and Committees

- Algae Club
- Bio Informatics
- Chess Club
- Diversity Action Group
- Diversity Roundtable
- Drama Club
- ExLibris
- Fandom Club
- Feminist Club
- Film Club
- Food and Photo Club
- Forensics (Speech and Debate)
- Grade 9/Primary B Partnership
- Green Team
- Harley Health Club
- Harry Potter Club
- Investment Club
- Key Club
- M.O.G.I.I.
- Math Team
- Model U.N.
- Programming Club
- SpongeBob SquarePants Club
- Sustainability Committee
- The Harley Robots
- The Harley Soup Project
- Ultimate Frisbee
- Wolf Pack
- Young Conservatives Club

Student Government

- Student Council
- Class Representative
- CMEE Student Advisory Board
- Commons Council

Beckerman Cafe

Student Publications

The Acorn (newspaper)

Yearbook

Calliope (annual literary magazine)

Exchange Programs and Field Trips

Grade 9

Freshman Orientation at Camp Stella Maris

Marine Biology Trip to Cape Cod

Grade 10

Outdoor Education in Allegheny

National Forest

College Visit Day

Grade 11

New York City Trip

Grade 12

Rafting Trip at Letchworth State Park

Scottish Exchange with George Watson's College

Events

Senior Breakfast

Athletic Banquets

Senior Halloween Parade

May Day

Fall Homecoming

Honors Assembly

Holiday Pageant

Candlelight

Faculty/Senior Dinner

Commencement

Senior Holiday Banquet

Oak Tree Ceremony

Annual Volleyball Tournament