

THE BUCKLEY SCHOOL
MIDDLE AND
UPPER SCHOOL
CURRICULUM
GUIDE
2024–25



THE
BUCKLEY
SCHOOL



THE
BUCKLEY
SCHOOL

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TABLE OF CONTENTS

4 **WHO WE ARE**

6 **MIDDLE SCHOOL PROGRAM**

SIGNATURE CLASSES

CO-CURRICULAR PROGRAMS

8 **COMPUTER SCIENCE**

8 **ENGLISH**

9 **MATHEMATICS**

10 **PERFORMING ARTS**

13 **SCIENCE**

14 **SOCIAL SCIENCES**

15 **VISUAL ARTS**

16 **WORLD LANGUAGES**

18 **UPPER SCHOOL PROGRAM**

SIGNATURE PROGRAMS

CO-CURRICULAR PROGRAMS

GRADUATION REQUIREMENTS FOR GRADES 9-12

UNIVERSITY OF CALIFORNIA ADMISSION ELIGIBILITY REQUIREMENTS

ACADEMIC ADVISING

UPPER SCHOOL SUMMER PROGRAM

23 **COMPUTER SCIENCE**

24 **ENGLISH**

27 **MATHEMATICS**

30 **PERFORMING ARTS**

35 **PHYSICAL EDUCATION/ATHLETICS**

36 **SCIENCE**

39 **SOCIAL SCIENCES**

42 **VISUAL ARTS**

44 **WORLD LANGUAGES**

WHO WE ARE

The Buckley School offers a challenging college preparatory curriculum in a nurturing, student-centered, and collaborative learning environment.

OUR MISSION

[The Buckley School](#) is a dynamic, nurturing learning community committed to equity and inclusion. Our innovative teachers and challenging programs inspire creativity, courage, and collaboration. By promoting a balanced development of mind, body, and character, we encourage each student to find joy and meaning in life and make an impact in the world.

HISTORY

Founded in 1933 by Isabelle Buckley, [The Buckley School](#) is the oldest K-12, independent, all gender co-ed day school in Los Angeles. Dr. Buckley developed the 4-Fold Plan of Education: equal emphasis on Academics, the Arts, Athletics, and Moral Education. These four pillars remain the foundation of our school and are continually updated to reflect current research in teaching, brain science, diversity, and a globalized world.

PORTRAIT OF A GRADUATE

ARCHITECT OF THE FUTURE

The Portrait of a Graduate reflects our vision and shared understanding of the thinking skills, social-emotional competencies, and character traits students will need to thrive in college, career, and life. Teachers actively cultivate environments where diverse perspectives and individual interests contribute to the development of these essential skills. Through collaboration, intellectual risk-taking, and the embrace of failure as a part of learning, we instill the values of empathy, persistence, hard work, and more. This approach empowers students to take ownership of their education and prepares them to become architects of the future.



TRUE FRIEND

- Uplifts others
- Listens with intention
- Turns empathy into action
- Invests in community
- Considers their impact



CREATIVE THINKER

- Practices self-reflection
- Asks a better question
- Champions innovation
- Makes unexpected connections
- Understands the past and envisions tomorrow



RESILIENT EXPLORER

- Views challenges as opportunities
- Relishes experimentation, play, and curiosity
- Understands and respects the natural world
- Attends to health and wellness
- Rebounds with zeal



INCLUSIVE LEADER

- Knows when to observe, when to support, when to initiate
- Displays a strong work ethic
- Sees strength in difference
- Models honesty, humility, and accountability
- Advocates for justice



DYNAMIC STORYTELLER

- Communicates with clarity and purpose
- Finds joy in artistic expression
- Examines the human condition
- Engages the senses
- Discerns and promotes truth

MIDDLE SCHOOL PROGRAM

Buckley's Middle School program is designed to complement the cognitive development of 11-14 year old students. It's a time where students can focus primarily on building skills and developing sustainable relationships. The program enhances both academic and social skills with emphasis on real-world problem-solving. Class options feature both required courses and electives, helping Middle School students find their voice and develop agency.

All students in grades 6-8 must take five academic courses and PE/athletics each year, as well as two electives each semester. The Buckley Middle School generally requires that all courses needed for Middle School be taken at Buckley.

SIGNATURE CLASSES

THE EMPATHY AND UPLIFT PROJECT

A key component of the sixth-grade curriculum is the Empathy and Uplift Project ("TE-UP"), a creative writing course designed to foster empathy and positivity among students. Through an array of creative writing assignments, both comprehensive and concise, students practice the skills necessary to discover their voices, develop social-emotional competence, and become active global citizens. In addition to these writing activities, the course integrates mindfulness techniques like guided meditation and breathing exercises to help students develop a sense of tranquility. As a culmination of their journey, students proudly compile and publish their favorite pieces of writing created throughout the year.

LIFE SKILLS

All seventh-grade students take one semester of Life Skills, a course designed to explore essential aspects of their development, including understanding study techniques, nurturing emotional well-being, practicing responsible online behavior, cultivating empathy, and managing peer influences. Through a dynamic blend of informative sessions and interactive activities, students engage in discussions encompassing various topics—from comprehending sexual development and substance awareness to fostering mental health and coping strategies. This comprehensive approach fosters open conversations, equipping students with vital tools and strategies to navigate their adolescent world and community with empathy and resilience.

PORTRAIT OF A GRADUATE MASTERY SERIES

The Portrait of Graduate (POG) Mastery Series is an opportunity for seventh and eighth graders to do a deep dive into an elective, academic course or sport. Courses such as Passion Projects enable students to learn and pursue entrepreneurial interests, philanthropic endeavors, creative inventions, or anything else that taps into their passion. Critical Game Theory enables students to learn the science behind Dodgeball. They learn about the best angles, trajectories, and strategies to employ, enabling them to outsmart opponents. Each of the 8-12 courses are distinctively different, catering to a wide variety of interests. Past offerings have also included printmaking, bookmaking, musical duets, and choreography.

RESEARCH AND STUDY SKILLS

Middle School students benefit from an ongoing study skills program seamlessly woven into our curriculum. Assignment organization, effective homework management, note-taking, and comprehensive reading are integrated across all academic subjects in order to equip every Buckley student with vital techniques and self-discipline for success in high school and college. Starting in sixth grade and extending through Middle and Upper School, the English, history, and science departments collaborate on tailored projects, supported by hands-on training in utilizing Robert Young Library resources. This holistic approach ensures comprehensive skill development for academic excellence.

CO-CURRICULAR PROGRAMS

ADVISORY

Our advisory program provides each student with a network of peer support and a faculty or staff advisor who can offer advocacy, compassion, and counsel in social, educational, and developmental situations. These non-evaluative “families within a family” support the personal and academic growth of each student while also fostering a culture of connectedness within the advisory group and in the school as a whole. We encourage parents/ guardians to contact advisors when they have general concerns about their child’s academic progress or any social-emotional issues. Middle and Upper School advisories meet three times per week for 20 minutes. Advisories create a warm, fun, and supportive environment.

ATHLETIC AND EXTRACURRICULAR ELIGIBILITY

Grades 6, 7, 8

Eligibility for participation in athletics and extracurricular activities is dependent upon good academic and behavioral standing, which includes an academic GPA of 2.00 (C) or higher. The Head of Middle School reserves the right to determine a student’s final eligibility.

CLUBS

Middle School students have an opportunity to participate in clubs during lunch and after school. Each trimester student interest and involvement help determine what is offered in the coming term. Possibilities include Ecology Club, Diversity Club, spelling bee, geography bee, mock trial, debate, and robotics to name a few.

MAKERSPACE

During lunch, students in grades 6–8 may choose to visit the Middle School Makerspace, a supervised and self-directed space for exploration, group challenges, arts-and-crafts, and creative play. In the Makerspace, students design, engineer, and create with a wide variety of materials from cardboard and yarn to circuitry and 3D filament. Whether students prefer building Lego structures or complex Arduino circuits, the maker experience allows students to explore their passions, solve real world problems, and, most importantly, have fun.

OUTDOOR EDUCATION PROGRAM

Outdoor Education is an essential part of the Buckley experience, offering students transformative experiences that break away from their daily routine. These exciting three-four day trips, held during regular school days and involving entire grades, have ranged from camping along the Russian River to exploring the wildlife in Catalina to hiking in the Sequoias. Activities such as snorkeling, kayaking, ropes courses, and campfire gatherings immerse

students in thrilling and meaningful adventures. Beyond the excitement, these expeditions foster empathy, teamwork, self-confidence, and a love of nature. Through these experiences, students strengthen existing friendships, form new connections, and create enduring memories that resonate throughout their years at Buckley and beyond.

PERFORMING ARTS PERFORMANCES

In addition to taking classes in theater, music, filmmaking, and dance, Middle School students have the opportunity to perform in several productions and festivals throughout the year. All Middle School dance students participate in the annual Spring Dance Festival, which includes both Middle and Upper School dance performances. Middle School musicians perform in one of three concerts in both the fall and spring—for either Band, Chorus, or Orchestra. South by South Buckley, Buckley’s annual film festival, takes place in May and presents films created by students from Kindergarten through 12th grade!

SERVICE PROGRAMS

The Buckley School’s service learning program immerses students in meaningful engagement with local and global communities through collaborative partnerships with agencies and individuals in need. From activities such as natural habitat restoration, disaster relief, math mentoring, and caring for shelter animals, students actively contribute to and learn from the world around them, fostering their growth as ethical and well-rounded individuals. By participating in these initiatives, students witness firsthand the impact of their actions, empowering them to make positive differences in nearby and distant communities, ultimately shaping their own personal development. Students may seek a list of service opportunities from the K-12 Service Learning Coordinator and may choose to join our Student Leaders for Service Committee. Hours are recorded and approved through the Helper Helper app.

A minimum of five hours of service per year is required of every Middle School student.

STUDENT GOVERNMENT

The Middle School Student Council provides the leadership, spirit, morale, and elbow grease for Middle School student life, overseeing and planning class activities, class service projects, attending campus events, and participating in divisional assemblies. It is made up of 14 members: four representatives from each grade level (6, 7 and 8), a president, and a vice president. Representatives are elected by students in the same grade; the entire division votes for president and vice president. To be eligible to run, each candidate must submit an intent-to-run form and must be in good academic and behavioral standing.

MIDDLE SCHOOL COURSE OFFERINGS

COMPUTER SCIENCE

The Middle School computer science program prepares students to become global citizens fluent in problem-solving and programming techniques using multiple platforms and software packages. While studying computer programming, students learn to apply practical, logical, and creative solutions as well as acquire the technological skills necessary to succeed during and after college.

INTRO TO WEB DEVELOPMENT

Grades 6-8

This class delves deep into the inner workings of websites, with a strong focus on front-end development. Students will explore HTML and CSS and gain exposure to traditional

programming languages like JavaScript and PHP. By the course's conclusion, students will craft their own website from the ground up.

INTRODUCTION TO PYTHON

Grades 7-8

In this course, students delve into the fundamental principles of coding using the Python programming language. They will explore data types, variables, if-statements, lists, loops, functions, and debugging algorithms, while also gaining proficiency in documentation practices and testing and verification techniques. Throughout the course, students will have the opportunity to apply their Python skills to real-world applications, such as creating simple games, building calculators, or automating everyday tasks.

ENGLISH

The objective of the English department is to provide thorough training in the thoughtful and efficient use of language, to develop the analytical skills needed for a critical appreciation of literature, and to expose students to major works of recognized literary merit. All English courses require intensive work in reading, writing, and critical thinking, and encourage the exchange of ideas through participation in classroom discussion. The department places major emphasis on developing a love of reading, an ability to write clearly and persuasively, and a keen familiarity with the skills required for academic research. Students are given a firm foundation in composition with particular instruction in grammar, vocabulary, punctuation, and study skills.

THE WRITING LAB

The Writing Lab is a lunchtime and before school workshop designed to help students improve the clarity and effectiveness of their writing. Students practice writing expository, descriptive, narrative, and persuasive paragraphs and learn about the revising process. The instructor works individually with each student to address

their specific difficulties. Middle School and Upper School students may seek help with specific assignments or attend office hours/tutoring sessions as recommended by their classroom teacher.

MIDDLE SCHOOL ENGLISH COURSES

ENGLISH 6

How does where we live affect who we are? How does who we are affect where we live? Through the novels we read and the projects we create, sixth grade students reflect on these critical questions in many ways. Through carefully chosen novels, students explore the diversity of the country in which we live as well as the diversity of other cultures. Our literature captures the many transitions of adolescence as teens learn self-discipline and an increasing sense of self-reliance. By helping students learn to read with fluency and comprehension, develop skills in literary analysis, build stronger vocabulary, improve writing mechanics, write with clarity, and hone speaking and listening skills, our goal is to give each student the tools to express their truest self, find their voice, and help uplift others.

THE EMPATHY AND UPLIFT PROJECT

A required companion course to English 6, "TEUP" helps students develop their voices as writers, thinkers and storytellers. Varied class activities, including mindfulness and journaling, help foster students' overall emotional health and sense of well-being. Coursework regularly challenges the imagination through assigned writing in varied genres and the creation of their own hero's journeys.

ENGLISH 7: AN INTRODUCTION TO LITERATURE

How does society shape the individual? How do individuals uphold, respond to, or even defy society's expectations of them? Throughout the year, students will engage in a variety of projects to explore these questions and develop their growing English skills. They will learn how to facilitate thoughtful literary discussions by creating a podcast; how to analyze character, figurative language, and dialogue through their production of a scene from Shakespeare's *A Midsummer Night's Dream*; how to use grammar, figurative language, and poetic techniques to communicate meaning by writing poetry and a collection of vignettes. Students will also learn the foundational structure of literary analysis writing to prepare them for 8th grade and beyond.

ENGLISH 8: A STUDY OF LITERARY GENRE

Throughout Grade 8 English, students will engage in an exploration of classic and contemporary literary works, focusing on the profound impact of choices made by characters and authors alike. This course will challenge students to think critically, write persuasively, and express

themselves creatively. Students will learn how to analyze characters through classics such as *A Raisin in the Sun* and *Romeo and Juliet*, while unpacking themes related to feminism, mental health, and race. They will also analyze complex historical fiction and magical realism through the lens of social justice in order to better understand the human condition. Hallmarks of the course include performing an original sonnet, leading Harkness discussions, writing argumentative research and literary analysis essays, crafting a memoir, and learning how to make comparisons between a variety of genres. By the end of the course, students will not only have gained a deeper appreciation for the humanities, but also a greater understanding of the profound influence of choice in both literature and in life.

ELECTIVES

MIDDLE SCHOOL JOURNALISM

Students in Middle School Journalism learn about all facets of journalism, starting with the fundamentals of writing, photography, interviewing and editing. We also discuss how to distinguish trustworthy journalism from fabrications and how to become more media-savvy. By the end of the semester, students will have advanced to where they will produce an issue of *The Junior Voice*, the Middle School newspaper. Besides print journalism, we also explore podcasts and social media and how to reach an audience in the myriad ways now available to journalists.

MATHEMATICS

The goal of the mathematics department is to provide students with an appreciation for the beauty and power of numbers, a solid foundation in the basics of the various fields of mathematics, and the ability to solve application problems in a variety of ways. Calculator technology is emphasized, and teachers make use of interactive whiteboards and various software packages to provide dynamic visualizations of the concepts being studied. Students are provided with opportunities to practice standardized testing skills, and they can participate in local and national math competitions.

Many of our math teachers have embraced "flipped learning," in which students begin with teacher-created videos and continue with collaborative in-

class problem-solving. This approach is especially beneficial in Middle School and in geometry courses where hands-on activities are essential.

We prioritize cooperative learning, teamwork, and deep understanding throughout our program. To enhance the learning experience, we utilize a range of tools including SMART Software for interactive whiteboard emulation, computer graphing software for advanced courses, dynamic algebraic applications via Geometer's Sketchpad® and Geogebra®, and computer calculator emulators.

COURSE SEQUENCES

The mathematics department offers a range of course sequences to accommodate various student needs. The on-level sequence, suitable for most students, follows

a standard college-preparatory math track. The honors sequence is designed for students passionate about math, and typically moves at a faster pace and provides deeper dives into some concepts.

To advance to a higher level, students must maintain a yearly assessment average of 93% or higher and receive recommendations from their current teacher and department chair. Placement tests may be required at the discretion of the department chair. To remain in the current course level, on-level students must maintain a minimum yearly assessment average of 73%, while honors students must sustain a minimum yearly assessment average of 83%.

MATH 6/HONORS MATH 6/HONORS PRE-ALGEBRA 6

Math 6 begins with an in-depth review of the properties of whole numbers, integers, decimals, and fractions, then moves on to vital concepts like equality, metric measurement, and geometry. Students also delve into ratio, proportion, percent, and data organization. Emphasizing problem-solving skills and number sense, the curriculum later explores algebraic expressions, equations, inequalities, and functions.

PRE-ALGEBRA/HONORS PRE-ALGEBRA

In this course, students continue to develop their problem-solving skills through a deeper exploration of algebraic expressions, equations, and inequalities, proportional thinking, and coordinate geometry, and through the introduction of new concepts including radicals, polynomials, Euclidean geometry, and basic statistics and probability. The curriculum reinforces proficiency in computation with whole numbers, integers, decimals, and fractions while also highlighting a wide variety of strategies.

ALGEBRA I/HONORS ALGEBRA I

This course delves deeply into the language of algebra, exploring various conceptual applications and the interplay between methods, practical applications, and theory. Students engage with equations, inequalities, line graphing, systems of equations and inequalities, as well as polynomials, radicals, and quadratics. The curriculum places a strong emphasis on developing critical thinking skills and applying these concepts through problem-solving, all while integrating the TI-Nspire CX CAS graphing calculators seamlessly into the learning process.

PERFORMING ARTS

The performing arts department offers classes that explore the disciplines of theater, dance, costume and fashion design, filmmaking, and music. The objective of all classes is to inspire and nurture a passion for the art of performance. To that end, courses are designed to encourage maximum student engagement. Students will act in scripted and improvised scenes, dance in choreography of their own and others' creation, design costumes and garments of their own choosing, film their own and others' stories, and participate in a range of musical performances.

MIDDLE SCHOOL DANCE

INTRODUCTION TO DANCE

Grades 6-8

A one-semester dance course is offered at the Middle School level as part of the electives rotation. Students work on basic principles of movement and expression by studying jazz dance, modern, ballet, hip-hop, improvisation, and choreography. Along with the movement component, this course contains an academic element that focuses on

keeping a journal to document ideas, analyze personal experiences, and help develop writing skills. The goal of journal writing is to help students become critical thinkers and more articulate when discussing dance and the arts. This class is open to students of all skill levels.

ADVANCED MIDDLE SCHOOL DANCE

Grade 8

This course, offered in the second semester, targets eighth graders who have completed Introduction to Dance and wish to further their dance journey with the instructor's approval. Students are expected to possess basic dance and choreography knowledge and a genuine passion for dance. Building upon the introductory fundamentals, the class primes students for the Spring Dance Festival through a blend of journaling, discussions, and reflective activities that complement dance experiences, equipping them for potential participation in the Upper School dance program.

MIDDLE SCHOOL THEATER

THEATER 6

Grade 6

Theater 6 offers students an opportunity to explore some of the basic elements of theatrical performance. While the bulk of student work is experiential, participants begin developing skills that allow for the creation of an informed, critical approach to theater and performance. The students' main focus is on using theater games as tools for increasing concentration, refining improvisational creativity, strengthening ensemble-building skills, and exploring the politics of the performance-making process.

MIDDLE SCHOOL THEATER I

Grades 7-8

This is a one-semester class for seventh and eighth grade students designed to develop improvisational and ensemble acting skills. Throughout the first half of the course, students work individually and as an ensemble to accomplish specific tasks through theater games and improvisations. These tasks will include defining specific characters, developing physical awareness, exploring emotions, and working cooperatively. During the second half of the course, students join together to write, revise, direct, and rehearse original scenes, which culminate in a final informal performance.

MIDDLE SCHOOL THEATER II

Grade 8

This course focuses on the basic acting skills necessary to communicate a story and character to an audience. Attention is focused on the student's sensory awareness and imagination in order to bring realism and vitality to the stage. The semester is divided into four units: the body, the voice, improvisation and scene building, and scripted text. The class culminates in an informal presentation of monologues or 2-person scenes. Middle School Theatre II is designed for students who have taken Middle School Theatre I and want to further explore the art and discipline of theater.

MIDDLE SCHOOL FILMMAKING

MIDDLE SCHOOL FILMMAKING

Grades 6-8

This course introduces Middle School students to the basic elements of digital filmmaking and editing techniques from concept to finished product. Over the course of the semester students will create three or four projects, both individually and as collaborative teams. For all of these projects, students will write, shoot and edit during class time. The projects include a public service announcement, a commercial, and a news/magazine broadcast. Students

will learn filmmaking terminology, the use of a variety of digital video camcorders, editing with Final Cut software, screenwriting, and storyboarding, essential lighting and sound elements, and green screen.

MIDDLE SCHOOL MUSIC

INTRODUCTION TO BAND

Grades 6-8

This course is open to all Middle School students, including those with no previous experience playing a band instrument. The course is designed to introduce students to a wind, brass, or percussion instrument, to build a love of playing an instrument, and to increase students' knowledge of music and sight-reading, and provide performance opportunities. Repertoire varies based upon the skills learned and abilities of the students in the course, but various types of music are studied throughout the term. Students are required to practice their instrument outside of class. This is a semester-long course and may be repeated for credit. It prepares students for placement by the instructor into the Middle School Advanced Band (F2).

INTRODUCTION TO CHORUS

Grade 6

This course is open to all Middle School students, including those with no previous experience singing in an ensemble setting. The course is designed to introduce students to singing, to build a love of making music in a group, and to increase students' knowledge of music, sight-reading, and provide performance opportunities. Repertoire varies based upon the skills learned and abilities of the students in the course, but various types of music are studied throughout the term. This is a semester course and may be repeated for credit. It prepares students for placement by the instructor into the Middle School Advanced Chorus (F2).

INTRODUCTION TO ORCHESTRA

Grade 6

This course is open to all Middle School students, including those with no previous experience playing a stringed instrument. The course is designed to introduce students to stringed instruments, to build a love of playing, and to increase students' knowledge of music, sight-reading, and provide performance opportunities. Repertoire varies based upon the skills learned and abilities of the students in the course, but various types of music are studied throughout the term. Students are required to practice their instrument outside of class. This is a semester-long course and may be repeated for credit. It prepares students for placement by the instructor into the Middle School Advanced Orchestra (F2).

ADVANCED MIDDLE SCHOOL BAND

Grades 6-8

This course is open to all wind and percussion students who have had previous instrumental experience. The course is designed to build upon skills learned in previous ensembles (Introduction to Band, Lower School Band, or prior experience with instructor placement). Students study and perform various styles of concert band repertoire while working to improve their technical facility, sight-reading ability, and ensemble coordination. Students will be exposed to the beginning elements of improvisation to further enhance their training and musical expression. Students will be evaluated through recorded playing examinations and participation during rehearsals and concerts. Membership involves performances at the Winter Concert, the Spring Band Concert, and other appearances as arranged. Students will be required to commit to a regular practice schedule outside of class in order to be prepared for class meetings. Note: Advanced Middle School Concert Band is a year-long course that may be repeated for credit.

ADVANCED MIDDLE SCHOOL CHORUS

Grades 7-8

This course is open to all singers who have had previous choral experience. The course is designed to build upon skills learned in previous ensembles (Introduction to Chorus, Lower School Chorus, or prior experience with instructor placement). Students study and perform various styles of repertoire while working to improve their technical facility, sight-reading ability, and ensemble coordination. Students will be exposed to the beginning elements of improvisation to further enhance their training and musical expression. Students will be evaluated through recorded assessments and participation during rehearsals and concerts. Membership involves performances at the Winter Concert, the Spring Choral Concert, and other appearances as arranged. Students will be required to commit to a periodic practice schedule outside of class in order to be prepared for class meetings. Note: Advanced Middle School Concert Chorus is a year-long course that may be repeated for credit.

ADVANCED MIDDLE SCHOOL ORCHESTRA

Grades 7-8

This course is open to all string players who have had previous instrumental experience. The course is designed to build upon skills learned in previous ensembles (F1, Lower School Orchestra, or prior experience with instructor placement). Students study and perform various styles of orchestral repertoire while working to improve their technical facility, sight-reading ability, and ensemble coordination. Students will be exposed to the beginning elements of improvisation to further enhance their training and musical expression. Students will be evaluated through recorded playing examinations and participation during rehearsals and concerts. Membership involves

performances at the Winter Concert, the Spring Orchestra Concert, and other appearances as arranged. Students will be required to commit to a regular practice schedule outside of class in order to be prepared for class meetings. Note: Advanced Middle School Orchestra is a year-long course that may be repeated for credit.

OTHER PERFORMING ARTS ELECTIVES

SCRIPTWRITING

Grades 6-8

This course offers students an introduction to the process of playwriting. Primary emphasis is on the creation of an original script for the stage. Students will have an opportunity to explore a variety of creative strategies as they work to craft their play. Although students spend the greatest part of their class time writing and reading their own work (as well as work by others in the class), some time is devoted to reading and critiquing short plays written by established authors.

TEXTILES

Grades 6-8

Unravel the world of creativity in Middle School Textiles! This hands-on course invites students to dive into the colorful universe of fabric and design. Through engaging lessons, students will explore various textile techniques including sewing, embroidery, and fabric manipulation, empowering them to bring their imaginative ideas to life. From crafting personalized accessories to experimenting with different textures and patterns, this class sparks creativity while fostering essential skills in craftsmanship and design.

PODCASTING

Grades 6-8

This dynamic course invites students to explore the exciting realm of audio storytelling and podcast creation, where they'll uncover the art of crafting compelling narratives using sound. From brainstorming ideas to scripting, recording, and editing, students will learn the technical aspects of producing high-quality podcasts and hone their storytelling skills. Engaging in hands-on activities, interviews, and creative discussions, this class empowers students to find their voice and share their stories.

SCIENCE

The science department actively cultivates scientific literacy by offering a broad spectrum of courses. Through our programs, students engage in hands-on learning, experimentation, and the thorough mastery of scientific content. They also gain a profound understanding of how science impacts their daily lives.

The science department ensures students acquire a robust foundation in physics, chemistry, and biology. Our program explores fundamental concepts, the process of discovering and validating new knowledge, experimental methods, and the impact of science on society and the environment. With an emphasis on science, technology, engineering, art, and math (STEAM), courses foster problem-solving skills while emphasizing data analysis and making connections among various disciplines. Throughout our curriculum, students develop a knack for asking insightful questions, advocating for truth, and embracing challenges as opportunities.

TOPICS IN SCIENCE

Grade 6

In this course, sixth grade students explore matter as the fundamental building blocks of life. Throughout the year, students lead the way in this investigative journey as they design controlled experiments that help them understand how scientific explanations hinge on logical reasoning, evidence-based rules, and experimental data. The theme of change is central throughout, enabling students to delve into earth's transformations over time. Throughout the year, students actively engage in laboratory exercises, web-based investigations, research projects, and class presentations that cover topics such as the scientific method, life's foundational components, earth's dynamics, and ecological systems.

LIFE SCIENCE

Grade 7

What is life, where did humans come from, and are we alone in the galaxy? Life Science tells the grand story of life, emerging on a small rocky planet and evolving into the diversity of species we see today. Students examine the cellular nature of life through the use of microscopes and cameras, and explore animal physiology and plant nutrition with activities and demonstrations. By studying the history of science, students practice posing hypotheses, designing experiments, and interpreting results while developing an appreciation for the social and self-correcting nature of science. An inquiry into the origin and structure of the universe provides the backstory to the emergence of life and allows students to better know their place in the cosmos.

PHYSICAL SCIENCE

Grade 8

Physical Science is a captivating exploration of energy and matter, offering students the opportunity to unravel the enigmas of the cosmos. Over the course of a year, students explore materials science, electricity, and magnetism through the magic of the atom, and dive into the fundamental laws of the universe, applying them to various labs and design projects. In addition to gaining insights into the natural world, students also learn how to develop engineering design solutions in the fields of robotics, civil and mechanical engineering, and computer science. This year-long journey into the natural and engineered worlds aims to stoke curiosity and excitement to gain a deeper understanding of the forces that shape our universe.

SOCIAL SCIENCES

"In our world of 24-hour-news cycles, global markets, and high-speed internet, we ...see that our future, and the future of our children, is inextricably linked to the complex challenges of the global community. And for our children to be prepared to take their place in that world and rise to those challenges, they must first understand it."

- Roderick Paige, Former U.S. Secretary of Education

The social sciences department is dedicated to developing a deep understanding of humanity in our students, emphasizing both historical insight and a broad global outlook. In today's evolving and increasingly interconnected world, students are directly engaged with challenging realities. Our aim is to equip them with the ability to understand and respond to these complexities with curiosity, knowledge and respect. This journey begins in the sixth and seventh grades, where students explore global cultures, world geography, and current international events, fostering an appreciation for diverse perspectives. From eighth through twelfth grades, the focus shifts towards analyzing primary sources, evaluating historical interpretations, and refining critical writing skills in social sciences. Our curriculum is further enriched by a variety of stimulating AP courses and electives, spanning government, economics, social justice, world religions, and art history.

HISTORY 6: HISTORY & WORLD GEOGRAPHY: THE WORLD AND ITS PEOPLE

Grade 6

With the importance of geopolitics and globalization, it is more critical than ever that students comprehend their world and their place in it. Grade 6 social science examines the geography, history, and cultures of our world, allowing us to better understand current events and to become more empathetic and culturally competent. Among the objectives in sixth grade, students should be able to make interconnections with the world around them, comprehend the causes and effects of local and global events, see the world in terms of the five themes of geography (location, place, region, movement, and human-environment interaction), and apply geographical understanding to their everyday lives. This takes students through an overview of the physical and cultural importance of regions and

countries across the globe. In addition, students will work their muscles in communication, creativity, collaboration, and critical thinking as they develop solid study skills such as mapping, highlighting, outlining, note-taking, summarizing, test preparation, time management, and reading comprehension.

HISTORY 7: GLOBAL STUDIES

Grade 7

The consummate navigators that landed on Rapa Nui (Easter Island) approximately 1200 CE and built a remarkable civilization in one of the most isolated places on Earth are exemplars of the ingenuity and resilience of Homo sapiens. Without the domestication of fire, plants, and animals, Rapa Nui culture would not have been possible. As students begin to understand the foundations of agrarian civilizations, we take a detour from the beaten path, exploring the complex societies that took root in the Americas, the African Sahel, and Polynesia. Grade 7 Global Studies will look at these specific regions of the world to understand how our species, Homo sapiens, has adapted, and simultaneously transformed, the environment.

HISTORY 8: SOCIAL ISSUES IN AMERICAN HISTORY

Grade 8

Following an arc from pre-colonialism to the 21st century, this two-semester course will examine issues that have impacted American society to help students understand their place in the world. By focusing on the intersections of race, class, and gender, students make connections between our past and present and develop historical thinking skills to understand causation, continuity, and change. Using primary and secondary source documents and current events, students will learn about the various political, social, religious and economic developments that shape the complex history of the United States.

ELECTIVES

DESIGN LAB

Grades 7-8

In Design Lab, students will receive an introduction to the Design Thinking process and participate in discussions and collaborative projects designed to teach them how to find innovative solutions to virtually any type of problem, ranging from the personal to the global. Working in a wide variety of mediums—drawing, sculpting, digital design, engineering, etc.—students will develop skills as visual thinkers, creative strategists, collaborators, and storytellers and will explore innovative ways to create real impact in the world.

VISUAL ARTS

The visual arts department aims to cultivate the ability to craft unique, imaginative solutions to visual challenges while honing their technical prowess across various materials. Each unit of study incorporates art history and contemporary art concepts, providing students with a comprehensive understanding of art within its cultural context. Through in-class critiques, students also learn to scrutinize and appraise their artwork and to appreciate the value of feedback. In the Middle School curriculum, all students are required to take one or more courses from the diverse range of visual arts electives that delve into the elements and principles of design, encouraging exploration across different artistic mediums.

ART 2D

Grades 6-8

Have you always enjoyed drawing, or do you want to learn how? This beginner course offers Middle School students an entry point to drawing, painting, and design. Students learn the fundamentals so they can bring their imaginations to life through a wide-range of techniques - from sketching your favorite characters to painting on canvas to experimenting with vibrant watercolors and pastels.

ART 2D ADVANCED

Grades 6-8

Prerequisite: Completion of Art 2D with a C- grade or higher.

This course is tailor-made for Middle School artists who want to advance their two-dimensional creations by delving deeper into the history of drawing and painting and exploring advanced techniques, experimenting with various mediums, and refining their skills. Students create works of art including intricate illustrations, captivating still-life compositions, dynamic character designs, and imaginative landscapes.

Prerequisite: MS Art 2D or permission from the instructor.

MS SCULPTURE

Grades 6-8

This course is the entry point to ceramics, metals, and all 3-D art at Buckley. Step-by-step projects and guided explorations of assorted sculpture materials will show you how easy it can be to express your imagination in three dimensions.

MS SCULPTURE ADVANCED

Grades 6-8

Prerequisite: MS Sculpture or permission from the instructor.

Discipline and practice push creative boundaries, inspire innovation, and help forge connections with 3-D art. Join us in this demanding but deeply rewarding class.

MS PHOTOGRAPHY

Grades 6-8

Discover the magic of the coolest room on campus by exploring and capturing the wonders of light on paper. This Middle School course offers an introduction to the darkroom by learning about early forms of photography and photograms and how light passes through and around objects. Each student learns how to use a pinhole camera, eventually moving up to medium format Holga cameras, film processing techniques the darkroom enlargers.

WORLD LANGUAGES

The world language department offers instruction in Chinese, French, Latin, and Spanish. In all of our language courses, the objectives are to develop proficiency in the four primary skills of language acquisition: listening, speaking, reading and writing. In order to facilitate language proficiency, our world language courses are taught in the target language at developmentally appropriate levels. In addition, each of our courses seeks to build on the communicative skills of language learning to enhance critical thinking, global understanding, and cultural empathy.

Incoming students with previous language experience will be placed at the appropriate level based on placement testing prior to the beginning of the school year. Placement in Honors and Advanced Placement courses is by invitation of the department and is based on previous performance in world language classes.

The department encourages students to develop language skills and cultural understanding through summer study, especially in programs abroad. A student who wishes to advance a level during the summer should enroll in an approved language program. A formal transcript or equivalent that demonstrates proficiency level is required for advancement. In addition, the student will need to take an oral and/or written assessment prior to the beginning of the school year.

INTRODUCTION TO CHINESE CULTURE AND LANGUAGE

Grade 6

In this course, the goal is to introduce students to China through explorations in language, culture, and history. Students will experience the spoken and written language of China. They will examine how collectivist societies shape culture and compare it to American culture. Students will learn the etiquette associated with meeting elders and how body language plays a key role in social situations. Students will also investigate elements of Chinese culture such as Confucianism, Daoism, holidays, art, history, and customs.

CHINESE IA

Grades 7-9

This course introduces students to the fundamentals of Mandarin Chinese and builds skills in listening, speaking, reading and writing. The class begins with the pronunciation system (Pinyin) and the basic principles of Chinese character writing: strokes, stroke order, and radicals. Simple vocabulary and grammar as well as reading and writing skills are introduced. Students will learn about and discuss topics such as the Chinese people, family, and calligraphy in addition to the cultural richness of Chinese lifestyle, values, and beliefs.

CHINESE IB

Grades 8-10

Prerequisite: Chinese IA

The course emphasizes grammar and vocabulary acquisition, as well as the development of speaking and listening skills. Daily dialogues provide a foundation for improving students' communication abilities. New characters continue to be introduced and writing skills are enhanced. Students learn how to use the language with topics such as calendar, money, food, market, and school life. Students also learn how to use a Chinese dictionary and Chinese computer software. Cultural concepts are presented in greater depth.

FRENCH IA

Grades 7-9

This course is open to students who are beginning their language study. The course comprises the first half of Level 1 instruction. Students will learn everyday vocabulary regarding friends, school, activities, family, home, food, meals and clothing as well as basic grammar and sentence structure. Students will practice speaking through dialogues and simple conversations with classmates and with the teacher. They will also become familiar with the culture of many French-speaking countries.

FRENCH IB

Grades 8-10

Prerequisite: French IA

Students will build on the foundation begun in French 1A by adding vocabulary and structure. The past tense and personal pronouns will be added to this year's learning, allowing students more freedom in conversations. Cooperative learning will allow students to acquire an extensive vocabulary and to practice oral skills. Readings will increase cultural knowledge about daily life in France.

LATIN IA**Grades 7-9**

This course is open to students who are beginning their language study. This course introduces students to the Latin language, its vocabulary and basic grammatical structures. The course explores the foundations and traditions of Rome, Greek and Roman Olympian deities, the Roman house, Roman family structure, and the basics of Mediterranean geography. Proficiency is developed through written exercises, oral participation, grammatical analysis, games and skits. Through the study of Latin and Greek root words, students develop and strengthen their English vocabulary and grammar. Students are encouraged to take on personal projects that connect their knowledge of the ancient world with their own personal interests.

LATIN IB**Grades 8-10**

Prerequisite: Latin IA

This course completes level I instruction that began in the previous course. The class continues to introduce new vocabulary and more complex points of grammar with the goal of increased reading and writing proficiency. Readings focus on the city of Rome, its architecture, geographic location and historical development. There is also significant focus on the development of English vocabulary through mastery of Latin root meanings. As in the previous year, students are encouraged to take on personal projects that connect their knowledge of the ancient world with their own personal interests.

SPANISH IA**Grades 7-9**

This course introduces the Spanish language by focusing on listening, speaking, reading, and writing skills. Students learn vocabulary relating to the self-family, personal descriptions, likes and dislikes, school, and the home. Students view video and listen to audio from a variety of speakers in order to aid them in developing better listening comprehension. Classwork focuses on providing comprehensible input and opportunities to engage in dialogues and simple conversations with classmates and the teacher. Student-led work focusing on explorations of the Spanish speaking world round out the course.

SPANISH IB**Grades 8-10**

Prerequisite: Spanish IA

This course builds on the foundation established in Spanish IA by adding more complex grammar and vocabulary. In addition, speaking and aural comprehension skills are emphasized, and the students have more in-depth conversations in Spanish. The progressive and near future tenses are introduced and expand students' ability to express themselves. Vocabulary and grammar games are an integral part of this course, as are authentic materials that expose students to native speakers. Following current events, watching newscasts, and listening to music videos are practices used to introduce cultural material and unfamiliar vocabulary as well as to pique student interest. A number of engaging projects like publishing a student newspaper and shopping for others during the holidays, allow the students to perfect certain real-life tasks. Students will also utilize tools such as Google Voice, Edmodo, and Blogger as vehicles to journal, record pronunciation and communicate with classmates.

UPPER SCHOOL PROGRAM

Buckley's Upper School curriculum encourages students to pursue passions and goals and inspires students to be curious and creative. With so many course options to explore at Buckley, students gain access to an exciting and unparalleled learning environment. The experience of choosing courses is highly personalized for each student. Students work with their academic dean to select appropriately challenging core classes and electives each semester that highlight their strengths and interests while attending to personal wellness, and to living a life of meaning and purpose. Students who graduate from Buckley all meet the University of California "A-G" subject requirements while curating a compelling and attractive transcript for colleges and universities across and country and around the world.

SIGNATURE PROGRAMS

COMMUNICATIONS INTERNSHIP

Upper School students apply for the opportunity to become a communications intern each year and are selected by the communications team at Buckley. This group meets weekly to learn about marketing, web design and optimization, social media, graphic design, photography, and videography. Students also pitch and create content for the school's social media accounts, website, and print publications.

STREAM TEAM

The Buckley Stream Team is the direct link to the heart of our community. The Stream Team is a collective of Middle and Upper School filmmakers that keep you connected by bringing you live coverage of sporting events, school performances, and thought-provoking lectures. Led by the New Media Integrationist, the stream team meets regularly to plan out upcoming events as well as receive hands-on experience mounting complex, multi-camera productions.

GREEN BUCKLEY

Several classes and programs in climate justice and environmental literacy are offered to students as part of the Green Buckley initiative of the strategic plan. For example, two Upper School courses, Advanced Studies in Climate Change, and Advanced Studies in Literature: Exploring Climate Change Narratives address the scientific, social and geo-political implications of the environment and involved hands-on projects such as the BioBlitz and horticultural projects on campus; the Climate Action Team is a student club that engages in service projects throughout the year. Students across disciplines come together in the

spring for Buckley's annual Climate Conference, a festival of presentations, literary readings, art projects and other performances and research that addresses the environment. Local schools are invited to join and participate.

HUMAN DEVELOPMENT and INTERSECTIONS OF IDENTITY: LEADERSHIP, DIVERSITY, AND EQUITY COURSES

Ninth graders at Buckley take two required courses aimed at facilitating a smooth transition to high school. **Human Development** delves into study skills, metacognition, stress management, nutrition, fitness, and personal/community health. Through lively classroom discussions, students analyze this information, exploring their values and beliefs. This fosters clarity in personal opinions and empowers informed decision-making on topics relevant to adolescents today. **Intersections of Identity** focuses on identity and points of connections within groups. The start of high school is a key time to examine identity and how it reflects personal values as well as the values within a community. Students will develop leadership skills to effectively engage in discourse with the community surrounding topics of diversity, identity, and equity. The skills developed in this course are essential for equipping students to successfully and compassionately address the increasingly complex challenges of a global society.

IOWA WRITERS WORKSHOP

In 2015, Buckley became the first (and only) high school to partner with the prestigious graduate writing program at The University of Iowa. Every year, a group of Upper School students makes a pilgrimage to Iowa where they spend three days participating in narrative nonfiction writing

workshops and exploring the midwestern college town of Iowa City. Students who are invested in the craft of writing have myriad opportunities to showcase and publish their work at Buckley. Students have a variety of opportunities to showcase their writing in publications throughout the year. See: **PUBLICATIONS** below.

CO-CURRICULAR PROGRAMS

ADVANCED CHORUS (Upper School only)

Upper School Advanced Chorus is open to all outstanding singers by audition and requires an additional commitment beyond class time. Students study and perform compositions from various and diverse stylistic periods, learning to demonstrate creative musicianship skills, including the ability to improvise variations of rhythmic, melodic, and harmonic patterns within the traditions and standards of a variety of genres and practices. Members of Advanced Chorus are expected to maintain an active practice and performance schedule, and participate in the Winter and Spring Concerts, plus additional performances and adjudicated festivals as arranged.

ADVANCED STRINGS (Middle and Upper School)

Advanced Strings is open to all outstanding string players and pianists in Middle and Upper School by audition. Students study and perform compositions from the Baroque, Classical, Romantic, Impressionistic, and Modern periods, demonstrating creative musicianship skills and the ability to improvise variations of rhythmic, melodic, and harmonic patterns. Members of Advanced Strings arrange and compose melodies and harmonies according to specific criteria and guidelines and are expected to maintain an active practice and performance schedule, as well as participate in Buckley Chamber Music and the Spring Orchestra Concert. Advanced Strings meetings take place outside of the regular rotating daily schedule.

ADVISORY

The Upper School Advisory program provides each student with a network of peer support and a faculty or staff advisor who can offer advocacy, compassion, and counsel in social, educational, and developmental situations. These non-evaluative “families within a family” support the personal and academic growth of each student while also fostering a culture of connectedness within the advisory group and in the school as a whole. We encourage parents/ guardians to contact advisors when they have general concerns about their child’s academic progress or any social-emotional issues.

Middle and Upper School advisories meet three times per week for 20 minutes. Advisories create a warm, fun, and supportive environment.

CLUBS

Each year club participation is kicked off at Club Fest during lunch in the early fall, when student leaders set up booths for dozens of clubs and invite all Upper School students to join. In order to start a club, a student must simply acquire a faculty or staff member to be their advisor and be approved by the Upper School Assistant Dean of Student Life. All clubs at Buckley include a service component to engage students in community partnerships and learning experiences. Clubs meet every other week on a prescribed schedule. For a full list of current Upper School clubs (the list is dynamic and varies slightly every year), visit the [Clubs](#) page of the Buckley website.

HONOR COUNCIL

The Buckley Honor Council (BHC) serves to support students in making positive choices within the school community, as well as addressing issues stemming from policy violations, interpersonal conflicts, personal challenges, or instances where individuals feel marginalized. With a focus on fostering integrity in academic and social realms, the BHC recommends growth-oriented consequences aligned with Buckley’s core values. Prioritizing fairness in disciplinary actions and promoting understanding behind consequences, the BHC aims to rebuild trust and facilitate healing. Each case is meticulously examined to identify stressors hindering integrity, enabling the council to propose suitable consequences and strategies for reintegration into the community. Embracing each scenario as an opportunity for growth and community enhancement, the BHC approaches its responsibilities with compassion and confidentiality, guided by the belief that genuine fairness stems from kindness.

OUTDOOR EDUCATION

Outdoor Education is essential at Buckley, offering students a transformative experience that breaks away from their daily routine. These exciting three to four day trips, held during regular school days and involving entire grades, have ranged from camping along the Russian River to exploring the wildlife in Catalina to hiking in the Sequoias. Activities such as snorkeling, kayaking, ropes courses, and campfire gatherings immerse students in meaningful adventures. Beyond the excitement, these expeditions foster empathy, teamwork, self-confidence, and a love of nature. Through these experiences, students strengthen existing friendships, form new connections, and create memories lasting throughout their years at Buckley and beyond.

PERFORMING ARTS PRODUCTIONS

Throughout the year, Upper School students have the opportunity to audition for and join the backstage crew for one of several productions: the fall musical, spring drama, and spring dance festival. Preparation for these productions takes place during many of the theater, dance, costuming,

and music classes and during rehearsals after school. These shows bring together the entire K-12 community as well as outside guests with marketing promotion, ticket sales, and teaser performances at assemblies, the local street fair, and other events.

PUBLICATIONS

The Student Voice is the Upper School student newspaper produced by the Journalism II class. Under the leadership of a faculty moderator and a student editorial staff, the 20-page monthly publication is both printed for distribution on campus as well as emailed to the entire community as a PDF. *Images*, Buckley's yearbook, is produced by a student staff and senior editors that meets as a class and works as a team of writers, photographers, and graphic designers. The *Oxford Comma*, the Upper School literary magazine, is created outside of class time by an editorial staff, published both digitally and in hard copy and accompanied by a lunchtime launch party with music and readings.

SCIENCE COMPETITIONS TEAMS

Scientists have the opportunity to compete against their peers in several competitions locally and across the country. Buckley's Team 1661 competes nationally in the FIRST Robotics Challenge for high school students. Students in advanced computer science classes also participate in national and regional hackathons throughout the year.

SERVICE LEARNING

The Buckley School's service learning program immerses students in meaningful engagement with local and global communities through collaborative partnerships with agencies and individuals in need. From activities such as natural habitat restoration, disaster relief, math mentoring, and caring for shelter animals, students actively contribute to and learn from the world around them, fostering their growth as ethical and well-rounded individuals. By participating in these initiatives, students witness firsthand the impact of their actions, empowering them to make positive differences in nearby and distant communities, ultimately shaping their own personal development. Students may seek a list of service opportunities from the K-12 Service Learning Coordinator and may choose to join our Student Leaders for Service Committee. *A minimum of 10 service hours per school year is required of every Upper School student. Hours are recorded and approved through the Helper Helper app.*

STUDENT GOVERNMENT

The Upper School Student Council provides active, robust, student-driven leadership for student life in grades 9-12. Made up of an elected president, vice president, secretary, treasurer and four representatives from each grade the Buckley Student Council (BSC) oversees and plans class activities and events, service projects, assemblies, and

builds spirit and pride in the student body. Elections for the board (president, vice president, secretary and treasurer) occur every spring for the following year; representatives are elected in the fall for that year. In order to be eligible to run, each candidate must submit an intent to-run form and must be in good academic and behavioral standing.

GRADUATION REQUIREMENTS FOR GRADES 9–12

All students in grades 9–12 must take a minimum of five academic courses and six courses overall. Students who take a full-year academic course at Buckley's summer school may choose, with the approval of their academic dean, to take only five courses the following year. In order to graduate from The Buckley School, a student must complete with a passing grade a minimum of 25 courses, including the following Upper School courses:

English: 4 years

Mathematics: 1 course beyond Algebra II (4 courses recommended)

Science: 3 courses (Physics, Chemistry, and Biology required)

Social Science: 3 courses (World History and U.S. History required)

World Languages: Coursework through Level III required

Human Development and Intersections of Identity: Required courses taken during 9th grade year

Physical Education: 8 trimesters to be completed by the end of senior year

Arts: Each student must complete a minimum of two year-long courses in the visual arts and/or performing arts. Some beginning visual arts courses meet twice per rotation; advanced level courses, as well as performing arts, band, chorus, and orchestra, meet four times per rotation.

The Buckley School generally requires that all courses needed for graduation be taken at Buckley. Courses taken at other high schools, colleges, or online may not count towards Buckley graduation requirements unless they have been pre-approved by the Head of Upper School and the pertinent Department Chair before enrolling in the courses. Buckley's transcript only lists courses taken at Buckley, and therefore, coursework taken at other institutions will not be factored into Buckley's grade point average. In addition, students are required to complete their senior year at Buckley in order to receive a diploma from Buckley.

Please note: These are the minimum requirements for graduation; most students elect to take more courses.

UNIVERSITY OF CALIFORNIA ADMISSION ELIGIBILITY REQUIREMENTS

The University of California has specific criteria for admission. Because many of Buckley's students apply to the UC system, Buckley's graduation requirements meet or exceed the course entrance requirements for the university. The subject requirements for the University of California (UC) are as follows:

History/Social Science: 2 year-long courses (2.0 credits) required

English: 4 year-long courses (4.0 credits) required

Mathematics: 3 year-long courses (3.0 credits) required, 4 recommended

Laboratory Science: 2 year-long courses required (2.0 credits), 3 recommended

Language Other Than English: 2 year-long courses required (2.0 credits), 3 recommended

Visual and Performing Arts: 1 year-long course required (1.0 credit)

College Preparatory Electives: 1 year-long course required (1.0 credit)

For more detailed information, please refer to the University of California admissions [website](#).

ACADEMIC ADVISING

WEIGHTED COURSES

To focus on student wellness and balance, Buckley limits students' enrollment in weighted courses (honors and advanced level) due to the increased demands of such classes. Eligible grade 9 students may take up to two AP, Advanced, and/or honors courses. In each subsequent year, students may add one AP, Advanced or honors level course. Exceptions are approved by the academic deans.

ADVANCED STUDIES and HONORS COURSES

Placement in honors and advanced level courses is usually determined by a combination of previous grades and course performance, overall course load, placement tests, and recommendations from a student's current teachers and relevant department chair(s).

Because the work in these courses is more challenging and time-consuming than in unweighted courses, enrollment in honors courses is carefully considered. Dropping from an honors course to a non-honors course may be done with the permission of the department chair and the academic dean prior to the midpoint of the first semester. A drop after the midpoint will result in a withdrawal indicated on the student's transcript.

UPPER SCHOOL SUMMER PROGRAM

The Upper School summer program provides the opportunity for students entering grades 9 through 12 to enroll in one academic course that is equivalent to a full year of an academic course. These classes satisfy the school's graduation requirements and allow students advanced study in a subject area, or to schedule courses with greater flexibility during the school year. Summer courses are also an important option for students who need to remediate coursework.

A student who fails a course during the academic year must repeat the course in Buckley's summer school, remediate the course through a pre-approved online provider or local school over summer, or retake the course the following year. A student who passes a course during the academic year with a grade of C- or below may be asked to remediate the course during the summer at the discretion of the department chair. Because these review courses aim at correcting the deficiencies in knowledge and skills that resulted in the low grade, the recommendation must be heeded so that the student will be prepared to go on to the next course in that discipline.

Keep in mind that the University of California system, the California State University system, and some other colleges give no credit for a grade of D+ or below.

UPPER SCHOOL COURSE OFFERINGS

COMPUTER SCIENCE

The Upper School computer science program prepares students to become digital citizens fluent with problem solving and programming techniques using multiple platforms and software packages. While studying computer programming, students learn to apply practical, logical, and creative solutions as well as acquire the technological skills necessary to succeed during and after college. Upper School students may study a broader range of computer topics, including creating web pages, designing mobile applications, and learning advanced computer science techniques such as data structures and recursion. All computer science courses allow students the opportunity to investigate the vast world of computers and technology through lab exercises, practical assignments, group work, app development, and data analysis.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Grades 9-12

Prerequisites: Algebra 1. This is an introductory course and assumes that students have had no prior programming experience.

This course is equivalent to a first-semester introductory college computing course. Students develop computational thinking skills vital for success across all disciplines, create applications to analyze and study data, and work with large data sets to visualize and draw conclusions from trends. AP Computer Science Principles focuses on fostering student creativity through the design and implementation of innovative solutions similar to what artists, writers, and engineers use to bring ideas to life.

ADVANCED PLACEMENT COMPUTER SCIENCE A

Grades 10-12

Prerequisites: Algebra 1. This is an introductory course and assumes that students have had no prior programming experience.

This course prepares students for the AP Computer Science A exam, focusing on Java programming language proficiency and comprehension of complex algorithms, sorting, data manipulation, and app creation. Students delve into object-oriented software design, computer applications, and data structures encompassing one and two-dimensional arrays. Emphasizing college-level programming concepts,

AP Computer Science A helps students develop the ability to design and implement object-oriented software solutions tailored to diverse application areas.

ADVANCED STUDIES IN APP DEVELOPMENT

Grades 10-12

Prerequisites: AP Computer Science Principles or AP Computer Science A

This capstone course empowers students through immersive hands-on experiences, enabling them to address real-world issues within their school, community, or on a global scale. Students can select a problem of personal significance or leverage WE Service Program resources to identify a suitable project. Building upon the foundations of AP CSP, this year-long course revolves around mobile application development, with a strong focus on programming and an understanding of the constraints posed by hardware and user expectations. Key mobile computing concepts, such as software and data distribution models, are explored. The primary development platform is Android OS and web-based applications, but the principles covered apply across platforms. Utilizing tools like App Inventor, JavaScript, Python, Swift, Dart, and the Android SDK and APIs, students gain a comprehensive grasp of mobile application development.

ADVANCED STUDIES IN ALGORITHMS AND DATA STRUCTURES

Grades 11-12

Prerequisites: A or higher in AP Computer Science A and department chair approval

This course is designed for students seeking to expand their theoretical knowledge and coding skills through an exploration of abstract data structures and algorithm design. It focuses on performance analysis and implementation of arrays, lists, stacks, queues, trees, heaps, and maps using the Java Collections Framework. A Graphical User Interface (GUI) complements the theoretical topics, and fundamental programming concepts like abstraction, encapsulation, inheritance, polymorphism, and top-down design are extensively reinforced through hands-on coding exercises. Throughout the year, students will build a portfolio showcasing their original software designs, providing a concrete, practical application of their learning.

ENGLISH

The objective of the English department is to provide thorough training in the thoughtful and efficient use of language, to develop the analytical skills needed for a critical appreciation of literature, and to expose students to major works of recognized literary merit. All English courses require intensive work in reading, writing, and critical thinking, and encourage the exchange of ideas through participation in classroom discussion. The department places major emphasis on developing in students a love of reading, an ability to write clearly and persuasively, and a keen familiarity with the skills required for academic research. Students are given a firm foundation in composition with particular instruction in grammar, vocabulary, punctuation, and study skills.

Required courses for students in English:

Grade 9: English I: Literature of Identity

Grade 10: English II: World Literature (opt-in honors for some)

Grade 11: American Literature or Advanced Placement Language and Composition

Grade 12: A pair of English selectives or Advanced Studies in Literature (Seniors are also eligible to take American Literature or AP Language and Composition if not yet taken.)

WRITING LAB

The Writing Lab is a lunchtime and before-school workshop designed to help students improve the clarity and effectiveness of their writing. Students practice writing expository, descriptive, narrative and persuasive paragraphs and learn about the revising process. The instructor works individually with each student to address their specific needs. Middle School and Upper School students may seek out help with specific assignments or attend office hours as recommended by their classroom teacher.

UPPER SCHOOL COURSES

ENGLISH I: LITERATURE OF IDENTITY

Grade 9

Much of art and literature is concerned with the conundrum of identity, inspiring audiences to consider who they are and how they fit in with society. In this foundational English course, ninth graders explore the identities of authors, cultures, and themselves by studying many genres of literature and other

media. Students develop their writing skills through literary analysis, explore creative writing modes such as graphic memoirs, collaborate with classmates in leading discussions, and learn to write persuasively and present passionately in an oration to their community. As the first course in their study of English at the Upper School level, English I prepares students for English II.

ENGLISH II: WORLD LITERATURE

Grade 10

This course will introduce students to authors of various nationalities, ethnicities, races, and historical periods, ancient to modern. Through explorations of how authors use language and manipulate genres, this class considers issues of power and self-expression by teaching how to read literature through the lenses of gender and sexuality, race and ethnicity, social class, and culture. Combining an emphasis on literary analysis with a thoughtful study of grammar and vocabulary, the course seeks to further develop students' close-reading skills, writing styles, and their own voices. *An honors-level course of study will be available to students who choose to opt-in and will consist of additional coursework that parallels the general curriculum of the class.*

AMERICAN LITERATURE: YEAR-LONG COURSE

Grades 11-12

Prerequisites: English I and II

American author Gertrude Stein wrote, "After all anybody is as their land and air is." Students will explore what it means to be "American and ___" by examining themselves as Angelenos, as Buckley students, and other personal identities. They will do this by examining the multitude of genres through which authors express their identities. Just as there are endless combinations of identities in our country, there are endless expressions of those identities. Students will explore them as readers and as writers. *An Advanced Studies course will be available to students who choose to opt-in and will consist of additional coursework that parallels the general curriculum of the class.*

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION: YEAR-LONG COURSE

Grades 11-12

Prerequisites: English I and II

In this college-level course, students enter conversations about what it means and has meant historically to be an American citizen. Readings and discussions are built around explorations of a variety of topics: literacy, education, race, gender, class and the status of the "American Dream." Each topic features a cumulative written and/or multimedia project that offers students the opportunity to probe and

develop their own views on these topics. In preparation for the AP exam, students analyze many works of nonfiction prose, including essays, letters, diaries, biographies, sermons, speeches, satire, social criticism, journalism as well as poetry and fiction. All students in AP English Language and Composition are required to take the AP exam.

ADVANCED STUDIES IN LITERATURE: EXPLORING CLIMATE CHANGE NARRATIVES: YEAR-LONG COURSE **Grade 12**

Advanced Studies in Literature: Exploring Climate Change Narratives is a college-level course focused on fiction and non-fiction texts related to climate change. Students will investigate how narratives on climate change prompt new perspectives on the issue and help us imagine possibilities for effecting change. Central inquiries revolve around climate change as a catalyst for social, political, and economic shifts, and the role of literature in this context. Students will read and discuss poetry, short stories, novels, and non-fiction, analyze formal and stylistic conventions within texts, and engage in broader discussions on climate change, economic models, and environmental justice. Potential texts include *The Great Derangement* by Amitav Ghosh, *Parable of the Sower* by Octavia Butler, and *Ecology of Fear* by Mike Davis. The curriculum emphasizes discussions, presentations, essays, research, and personal writing, and culminates in a proposal to present at Buckley's annual Climate Conference in April.

ENGLISH SELECTIVES: TWO SEMESTER-LONG COURSES **Grades 11-12**

English selectives are open to all seniors and fulfill one year of Buckley's graduation requirement in English. Juniors may take one or more selectives in addition to their required junior year English course. Selective offerings will vary from year to year based on enrollment.

Selectives prepare students for college study with writing, reading, and research components, and students can choose from among several different courses designed to meet their interests. Students are encouraged to construct their own knowledge by discussing texts, considering social and cultural values, exercising their imaginations, and investigating a certain genre of literature. An intensive review of composition skills occurs throughout with particular attention to thesis development, clarity of expression, logic, incorporating outside sources, and effective procedures for revision. Two selectives meet one year of the English graduation requirement for seniors, and may be taken as elective courses junior year. Selectives are discussion and writing-based courses in which students read extensively and write analytically creating multiple drafts with revision leading to college-level essays.

CRIME IN SOCIETY THROUGH DETECTIVE FICTION

Grades 11-12

This course introduces students to the narrative structure and conventions of crime fiction as the essence of crime reportage and criminal investigation. Students will also be introduced to the theory and practice of criminal evidence and procedure, as well as the study of the criminal mind through the genre's archetypal crimes such as murder, ransom kidnapping, the theft of art and antiquities, and espionage. As a class, we explore notions of crime and punishment through period and place as evidenced through literature; from Poe's "Murder in the Rue Morgue" to the feminist writer Tana French.

LITERATURE OF CHILDHOOD

Grades 11-12

Students will engage with various types of children's books to examine their content and explore how books foster the development of a young person's educational, emotional, and social growth. In doing so, we will discuss the question of age-appropriateness and the role of illustrations in a text. Writing assignments include literary analysis, creative writing, film comparisons and projects such as writing a children's picture book. Texts include: Fairy tales, Disney films, Dr. Seuss books, and banned books.

SCIENCE FICTION

Grades 11-12

This course focuses on reading and studying science fiction literature. Students construct their own theory about the popularity and function of science fiction by studying and discussing various texts, considering social and cultural values, and creating and supporting persuasive arguments to promote their views. We also compare science fiction texts to actual science texts to investigate how sci-fi is based in science but is imaginative. We explore how our culture sees the imaginative possibilities of science in a constructed future and also explore what this genre tells us about sci-fi readers and our culture's dreams of the possibilities (and nightmares) science envisions.

WOMEN IN DRAMATIC LITERATURE

Grades 11-12

The course explores women's roles in drama, the evolution of gender norms, and the way in which dramatic literature has shaped feminism. Students analyze the complexities of life's struggle for female empowerment through reading, lecture, discussions, writing (monologues, essays, and articles), and performance. We think critically about themes, historical and philosophical contexts, social issues, and cultural perspectives of dramatic literature. Recurring themes range from cultural and gender identity to social satire and a search for freedom and equal rights. Field trips to theater performances are an integral part of the course.

LGBTQ+ LITERATURE

Grades 11-12

Students examine how authors use old forms and tropes to launch their tales of LGBTQ+ characters forging their identities in constrictive worlds. They will look at how some authors play with language and form, as their stories about people living outside what is considered the norm might demand language and forms that live outside the norm, too. They will examine the language used by the LGBTQ+ community as their own secret code, such as Polari and drag vocabulary. They will also wrestle with the word queer. If something is “queer,” what is it being measured against? Students will read novels, poetry, and newspaper and magazine articles examining these LGBTQ+ issues—issues that involve the heteronormative world, too.

EXPERIMENTAL LITERATURE

Grades 11-12

This course focuses on form-bending literature written by authors who play with language to further our understanding of the rich and varied ways we can use it. Communication is changing all the time, and our students need to experiment with words, sentences, punctuation—with form—in preparation for a world in which they'll need to connect with a diversity of people and thought. To help students better understand conventional and unconventional literature, we will work to hone their abilities to think critically, analyze texts and their subtexts, and write literary analyses and personal narratives to get a better perspective of what the authors are trying to achieve in their manipulation of language.

CREATIVE WRITING

Grades 11-12

This course will examine the ways authors have found to tell their stories, on a personal level and on a socio-political level. Students explore how to release their own stories, continuously writing in order to try out the myriad styles of creative written expression. Through a macro and micro look at writing, students see how words and punctuation make stories come to vivid life. As a writing-based class, students will be asked to develop their fluency with a variety of genres and in connection with that writing, students fashion reflection papers, communicating the impetus and execution of their work.

LATIN AMERICAN LITERATURE

Grades 11-12

This course immerses students in the rich tapestry of Latin American literature as it aims to cultivate informed citizenship and a deeper appreciation for the diverse cultures within the region by engaging with a wide spectrum of texts from traditional to experimental and delving into societal, political, and personal experiences. These readings, which include works by Cuban, Argentine,

Brazilian, and Chilean authors, offer insights into various realities, encompassing socioeconomic disparities and the impact of oppressive regimes. By reflecting on these texts alongside their own writing, students develop a nuanced understanding of their roles as citizens in both the U.S. and North America, an essential skill in navigating a rapidly evolving world.

ELECTIVES

JOURNALISM I

Grades 9-12

JOURNALISM II

Grades 10-12

Prerequisite: Journalism I

Students in these courses constitute the staff of Buckley's student newspaper, *The Student Voice*, and are responsible for producing multiple issues of the newspaper each year.

Students in **Journalism I** learn about all facets of journalism. They explore how to write newspaper articles (everything from news reporting, opinion pieces, sports coverage, art reviews, profiles and more!), and learn how to take a deeper dive into subject matters close to students' hearts. They learn how to be an editor as well, so that one day they can help run *The Student Voice* and explore podcasts and social media and how to reach an audience in the myriad ways now available to journalists. Finally, as in years past, we bring in professional journalists to answer any and all questions about the profession.

Students today are coming of age during an extraordinary confluence of global events, and the work they do in **Journalism II** helps their classmates make sense of the world, both here on campus and beyond the walls of Buckley. In this class, students in grades 10, 11, and 12 come together to produce the newspaper. The name of the paper tells you from whose perspective all our writing, reporting, editing, and photography comes. In the pages of *The Student Voice*, students tackle issues that affect changes at school, that illuminate and entertain, that educate and open eyes.

SPEECH AND DEBATE

Grades 9-12

This elective course offers students an opportunity to cultivate critical communication skills through the art of persuasion and prepare them for a wide array of speaking engagements in both academic and professional settings. Students learn advanced research skills, various debate styles and strategies, and techniques for both impromptu and planned speeches. Beyond classroom presentations, students are encouraged to participate in speech and debate competitions, allowing them to refine and apply their newly acquired skills in real-world scenarios.

YEARBOOK

Grades 9-12

Yearbook is a team sport for artists in which 9th-12th graders work together to create a fun, beautiful and visually-arresting record of the school year. From photography to graphic design, from the theme to class pages, everything in our almost-300 page yearbook is created by the students. We think of a yearbook as a time machine for which students in this class create what will likely be the only permanent record of what life was like at Buckley this year. Students learn to use SLR cameras as well as about the fundamentals of graphic design. Before they know it, they can create and lay out yearbook pages using professional-level graphic design software.

MATHEMATICS

The goal of the mathematics department is to provide students with an appreciation for the beauty and power of mathematics, a solid foundation in the basics of the various fields of mathematics (arithmetic, algebra, geometry, functions, as well as numerical, graphical and statistical analysis) and the ability to solve application problems in a variety of ways. Calculator technology is emphasized and teachers make use of interactive whiteboards and various software packages to provide dynamic visualizations of the concepts being studied. Students are provided with opportunities to practice standardized testing skills and participate in local and national math competitions.

Many of our math teachers have embraced “flipped learning,” in which students begin with teacher-created videos and continue with collaborative in-class problem-solving. This approach is especially beneficial in geometry courses where hands-on activities are essential.

We prioritize cooperative learning, teamwork, and deep understanding throughout our program. To enhance the learning experience, we utilize a range of tools including SMART Software for interactive whiteboard emulation, computer graphing software for advanced courses, dynamic algebraic applications via Geometer’s Sketchpad® and Geogebra®, and computer calculator emulators.

Several of our math teachers also extend support through online discussions to assist students.

COURSE SEQUENCES

The mathematics department offers a range of course sequences to accommodate various student needs. There are three levels available for Algebra II: principles, on-level, and honors. Algebra I, Geometry, and Pre-Calculus are offered in both on-level and honors variations.

The principles sequence provides essential content and skills for post-secondary admission. The on-level sequence, suitable for most students, follows a standard college-preparatory math track. The honors sequence is designed for students aiming at math-intensive fields, and typically moves at a faster pace and provides deeper dives into some concepts.

Placement Criteria: To advance to a higher level, students must maintain a yearly assessment average of 93% or higher and receive recommendations from their current teacher and department chair. Placement tests may be required at the discretion of the department chair. To remain in the current course level, on-level students must maintain a minimum yearly assessment average of 73%, while honors students must sustain a minimum yearly assessment average of 83%.

To enroll in AP Calculus AB, students need an A (93%) in Pre Calculus or a B (83%) in Honors Pre-Calculus. Students that maintain an 83% average in AP Calculus AB can progress to AP Calculus BC with department chair approval. Admission into Advanced Studies in Multivariable Calculus requires an 83% average in AP Calculus BC or higher, along with department chair approval.

MATH LAB

The Math Lab is a drop-in tutorial setting designed to help support students with their mathematics work. Math Lab is open to Upper School before classes in the morning and during lunch Monday, Tuesday, Thursday and Friday.

ALGEBRA I/HONORS ALGEBRA I

Prerequisite: Successful completion of Pre-Algebra or Honors Pre-Algebra. See above for additional requirements.

This course delves deep into the language of algebra, exploring various conceptual applications and the interplay between methods, practical applications, and theory. Students engage with equations, inequalities, line graphing, systems of equations and inequalities, as well as polynomials, radicals, and quadratics. The curriculum places a strong emphasis on developing critical thinking skills and applying these concepts through problem-solving, all while integrating the TI-Nspire CX CAS graphing calculators seamlessly into the learning process.

GEOMETRY/HONORS GEOMETRY

Prerequisite: Successful completion of Algebra I or Honors Algebra I. See above for additional requirements.

In this course, students explore classic Euclidean geometry and an array of non-Euclidean topics, including coordinate geometry. Core concepts include inductive and deductive reasoning, formal proofs, and the practical application of geometry in measuring two- and three-dimensional figures. This immersive experience enhances students' understanding of geometry's rich semantics and structure, fostering improved mathematical vocabulary and problem-solving skills.

ALGEBRA II PRINCIPLES/ALGEBRA II / HONORS ALGEBRA II

Prerequisite: Successful completion of Geometry or Honors Geometry. See above for additional requirements.

This course goes beyond basic algebraic concepts, offering an overview of topics typically explored in advanced mathematical studies. Key subjects include polynomial, exponential, logarithmic, rational and radical functions, composites, inverses, and systems of equations. The introduction of complex numbers enhances students' understanding of the number system. Notably, trigonometric functions are not covered in the Algebra II Principles curriculum; they are introduced in the on-level course, with honors students delving into these concepts in more comprehensive detail.

PRECALCULUS AND HONORS PRE-CALCULUS

Prerequisite: Completion of Algebra II or Honors Algebra II with a C- grade or higher.

Pre-Calculus focuses on the fundamental concepts in algebra and trigonometry essential for success in advanced mathematics, including calculus and college-level courses.

Topics include a range of functions, such as polynomial, trigonometric, and polar functions, as well as complex numbers, systems of equations, vectors, and conic sections. Additionally, the honors course provides an introduction to limits, laying the foundation for further exploration in the AP Calculus AB course.

CALCULUS

Prerequisite: Completion of Pre-Calculus or Honors Pre-Calculus as described in the placement criteria section above.

In this course, students explore the key concepts of calculus, including limits, continuity, differentiation, and curve sketching. They also tackle rates of change and related rates of change, gaining the skills to analyze rectilinear motion. Additionally, students learn to harness calculus for practical applications (increasing vs. decreasing, concavity, related rates, area and volume) as well as business applications (equilibrium points, points of diminishing returns, elasticity, marginal revenue, profit and average cost). The year culminates in an exciting business calculus project, where students design and pitch their own start-up businesses.

ADVANCED PLACEMENT CALCULUS AB

Prerequisite: Completion of Pre-Calculus or Honors Pre-Calculus as described in the placement criteria section above.

This course prepares students for the AP exam. Topics of study include all those listed in the calculus course above with additional concepts including optimization problems, Rolle's Theorem, the Mean Value Theorem, tangent line approximations, differentials, 'Hopital's Rule first-order differential equations, exponential growth and decay, Riemann sums, the Trapezoidal Rule, Slope Fields, and volumes by cross-sections.

ADVANCED PLACEMENT CALCULUS BC

Prerequisite: Completion of AP Calculus AB as described in the placement criteria section above.

Topics in this course include advanced techniques of integration such as integration by parts and by partial fractions, logistic growth applications, parametric and vector equations, improper integrals, curvilinear motion, polar equations, solving differential equations using Euler's method, arc length, area of a surface of revolution, infinite series of constant terms and their convergence tests, power series, Taylor polynomials and the Lagrange Form of the Remainder.

ADVANCED STUDIES IN MULTIVARIABLE CALCULUS

Prerequisite: Successful completion of AP Calculus BC as described in the placement criteria section above.

Students in Advanced Studies in Multivariable Calculus will continue their study of calculus, particularly the calculus of space. Topics will include using vectors to study shapes in two and three dimensions, vector-valued functions in three dimensions, functions of several variables, and multiple integration. In addition, students will study vector fields,

line integrals, Green's Theorem, surface integrals, Stokes' Theorem, and the Divergence Theorem. Emphasis will be placed on theory.

ELECTIVES

DATA SCIENCE

Prerequisite: Successful completion of any Algebra II course.

Emphasizing the growing importance of data in the modern world, this course introduces students to data science using tools like Google Sheets, Data Commons, and Tableau.

Through project-based units, students explore data mining, data analysis, bias, uncertainty, sampling, correlation, causation, and probability. They learn to model data, make data-based arguments, and understand the educational and informative power of data. Portfolios are used to showcase students' data science skills, reflecting the impact of data on various fields in contemporary society.

APPLIED MATHEMATICS

Prerequisite: Successful completion of any Algebra II course

Applied Mathematics is designed for anyone interested in exploring everyday, real-world uses of math. In the first semester, students study various financial topics, including stocks, bonds, mutual funds, cryptocurrencies, and other advanced investing techniques. In the second semester, students complete research projects on major financial events, both historic and current, including the 2008 Financial Crisis and NFT market trends.

DISCRETE MATHEMATICS

Prerequisite: Successful completion of any Algebra II course

This course serves as an introduction to the fascinating world of discrete mathematics, which deals with decision-making processes in finite contexts. It covers a wide range of topics, including voting methods, fair division, cryptography, coding theory, game theory, optimization, systematic counting, iteration, recursion, and matrices. Students will explore these concepts through practical applications that are encountered in everyday societal challenges. The course takes a cross-disciplinary approach, delving into fields like Sociology, Political Science, Biology, Chemistry, Physics, and Economics from the perspective of discrete mathematics. By the end of this course, students will gain a profound appreciation for how discrete mathematics plays a pivotal role in solving real-world problems in contemporary society.

ADVANCED PLACEMENT STATISTICS

Prerequisite: This course is open to students who have earned a B- or higher in Algebra II or Honors Algebra II. Precalculus is strongly recommended.

This year-long course is the equivalent of a one-semester college course in statistics. AP Statistics is for students with mature quantitative reasoning skills. Students will learn how to describe patterns and departures from patterns in data, how to sample and collect data, how to anticipate patterns, and how to statistically test a hypothesis. Data will be used from a broad breadth of subjects including:

Biology, Chemistry, Physics, Sociology, Political Science, and Economics. This course prepares students for the Advanced Placement Statistics Exam.

PERFORMING ARTS

The performing arts department offers classes that explore the disciplines of Theatre, Dance, Costume and Fashion Design, Filmmaking, and Music. The objective of all classes is to inspire and nurture a passion for the performing arts. To that end, the courses are designed to encourage maximum student engagement. Students will act in scripted and improvised scenes, dance in choreography of their own and others' creations, design costumes and garments of their own choosing, and film their own and others' stories.

All upper-level students in grades 9-12 can fulfill the graduation requirement in visual and performing arts by completing two performing/visual arts courses.

UPPER SCHOOL DANCE

The three course levels differ according to technical and artistic skill levels, as well as academic course requirements. Enrollment is based on a teacher placement recommendation each spring, together with a student's past performance in dance course(s) (or previous training if a student is new to Buckley). New students may be required to audition for level II or III placement. In dance courses, students study and develop their technical skills and physical awareness in a variety of dance styles, including ballet, modern, contemporary, jazz, hip-hop, and world dance. Additionally, students will explore movement ideas through structured improvisation activities and challenging choreography projects. The dance curriculum culminates in the second semester, when dance students are required to perform in the annual Spring Dance Festival. Writing and homework assignments in dance class complement units of study and are designed to help students develop dance vocabulary, analytical skills, and creative thinking. Whenever possible, students will have an opportunity to participate in dance workshops and take master classes from outside professionals in a variety of dance styles.

DANCE I

Grades 9-12

Dance I is open to those with little or no previous dance experience. Students may enroll in Dance I without an audition. In the course, students are introduced to the fundamentals of dance. Students study and develop their technical skills and physical awareness in a variety of dance styles, including ballet, modern, jazz, hip-hop, contemporary, improvisation, and world dance forms. Dance I students are required to perform in one to two dances in the annual Spring Dance Festival.

DANCE II

Grades 9-12

Prerequisite: Instructor permission; audition may be required.

Dance II is for students with at least two to three years of previous dance training and who possess intermediate skills in one to two different dance genres. In Dance II, students continue to review the fundamentals of dance. Students will further develop their technical skills and physical awareness in a variety of dance styles, including ballet, modern, jazz, contemporary, hip-hop, choreography, improvisation, and world dance. Dance II students are required to perform approximately three dances in the annual Spring Dance Festival. At this level, there are also opportunities to be chosen as a student choreographer.

DANCE III

Grades 9-12

Prerequisite: Instructor permission; audition may be required.

This course is for our most advanced dance students with at least 4+ years of previous dance training and who possess advanced skills in at least two different dance genres. In this course, students continue to explore the fundamentals and aesthetics of dance, then further develop their advanced level technical skills and physical awareness in a variety of dance styles, including ballet, modern, jazz, hip-hop, contemporary, choreography, improvisation, and world dance. Dance III students typically perform at least four dances in the annual Spring Dance Festival, and are strongly encouraged to submit choreography proposals for the festival. Student choreographers, if chosen by the class and instructor, have the opportunity to demonstrate both artistic vision and leadership within the dance program.

GLOBAL HIP HOP, URBAN & SOCIAL DANCE

Grades 9-12

This course explores a variety of American vernacular social dances, often referred to as urban or Hip Hop dance, tracing their evolution from the 1960s to today. By examining various eras, students gain insight into how Black/African-American culture significantly shapes global pop culture. Hip Hop's impact extends to fashion, music, language, and the creation of industries and careers globally, originating from marginalized communities historically disempowered politically, economically, socially, and artistically. The course delves into the history of Hip Hop's co-opting and cultural appropriation. Beyond movement exploration across decades, students critically analyze their dance performance, developing their personal character. Dance styles covered include Locking, Popping, Breaking, 90s Hip Hop, House, Waacking, Tutting, Commercial Hip Hop, Dancehall, and Hip Hop Theatre.

UPPER SCHOOL DRAMA

The Upper School drama program helps students explore the art of storytelling through performance, guiding them from the essence and history of theater to a profound understanding of its emotional and intellectual depths. As aspiring artists, students engage in live productions, perform scenes, and critically analyze shows beyond the classroom. The program offers two levels of theater classes that explore acting techniques, history, improvisation, and literature with an eye toward notable diverse playwrights such as August Wilson, Wendy Wasserstein, Lin-Manuel Miranda, and Quiara Alegria Hudes.

THEATER AND PERFORMANCE FOUNDATIONS

Grades 9-12

This course introduces students to the concepts, conventions, literature, and history of theater in order to develop an appreciation and understanding of it as an art in action. Over the course of two semesters, students will be exposed to units on theatrical conventions in the writing, acting, and production of a play, the various genres existing within dramatic literature, a theater's structure and architectural features, theater history, directing and producing, improvisation, and acting. In the second semester, acting units focus on the concept of creating character through objectives, obstacles, and "tactics." Directing units explore the director's role in design, script analysis, stage composition, and working with actors. The contributions of Shakespeare and select contemporary playwrights are studied in detail with students presenting scenes from representative works.

THEATER AND PERFORMANCE LAB

Grades 10-12

Prerequisite: Theatre and Performance Foundations

Theatre and Performance Lab is reserved for the most experienced and dedicated theater students. The course is focused upon the cultivation of acting and directing skills through scene study and performance. In addition to reading, analyzing, and performing scenes from contemporary playwrights, the contributions of select classical playwrights are studied in detail. The year culminates in a fully mounted, public performance of scenes or short plays. It is a challenging year of study with the objective of preparing students for the demands of a collegiate theater program.

IMPROVISATION WORKSHOP AND PERFORMANCE

Grades 9-12

The ability to improvise is an essential skill in every career. Being able to think quickly on one's feet, stay in the moment, adapt to sudden changes, and creatively problem-solve are critical skills, not just for actors, but for lawyers, doctors, investment bankers... the list goes on. The study of improvisation teaches not just flexibility, it enhances one's ability to work cooperatively in a group and in high-pressure situations. In the first weeks of the course, students learn the basic rules of improv: "Yes, and..." creating environment and character, and working spontaneously and collaboratively within an ensemble. Subsequently, students will explore the advanced concepts of long-form improvisation, sketch comedy writing, and creating/directing a performance. They explore the history, theory, and evolution of improvisation through assigned texts, lectures, and Socratic-style class discussions, and learn its various forms through theater games, exercises, performance, and peer evaluation. Additionally, students view live and recorded performances of the genre's most respected and successful practitioners. These diverse angles of exposure provide students with a deep understanding, appreciation, and facility with the comedy improv tradition, technique, and discipline.

UPPER SCHOOL COSTUME & FASHION DESIGN

COSTUME & FASHION DESIGN I

Grades 9-12

In this course, students explore costume and clothing construction techniques, build proficiency with sewing machinery, and learn correct usage of patterns, tools and notions. Students also examine how textiles are made and how their various qualities affect design, use and performance. Through the study of popular theatrical, film and TV productions, students discover how costume and clothing serve character, enhance story, and create visual unity. They also use current reading materials to inspire their design work and will also analyze scripts to identify costume and prop requirements, performance considerations, quick-changes, and special effects. This course starts with introductory hand and machine sewing projects, providing all necessary materials for students to build confidence and skills. As students advance, they choose between fashion or costume construction projects, learning to design, budget, and source and purchase materials.

COSTUME & FASHION DESIGN II

Grades 10-12

Prerequisite: Costume & Fashion Design I

Students continue the practical and academic exploration of costume and fashion design, building on the skills, artistry and confidence gained in level I. Working from standardized sewing patterns, students design, schedule, create and complete at least 1 full ensemble outfit ready for a runway presentation at the end of the school year. Academic study will focus on "Enclothed Cognition"—how the various attributes of a garment affects both physical and psychological comfort.

UPPER SCHOOL FILMMAKING

Our comprehensive filmmaking program spans five courses, commencing in Middle School and culminating with seniors in Upper School. Beginning with the fundamentals of narrative filmmaking, students progressively delve into the intricacies of working as a cohesive crew. Throughout the program, students have unique opportunities to meet industry professionals, gaining invaluable insights into the nuances of the film world. As they advance, the curriculum extends beyond the classroom, providing students with professional opportunities that bridge the gap between education and real-world application. The program reaches its crescendo with our K-12 film festival at the end of the year, a celebration that not only showcases the

students' compelling short films but also brings the entire community together to appreciate the cinematic talents nurtured within Buckley.

FILMMAKING I

Grades 9-12

This course enables students to use film as a tool for artistic expression and covers the basics of using the camera and editing, as well as lighting, sound and cinematography. Projects include stop action animation, a public service announcement, a Foley, a video art presentation, a music video, and a short narrative film. Shooting outside of class is required. Owning a camera or editing software is not required. Students will also be introduced to directorial styles/techniques as well as the history of the cinema and the contributions of pioneers of early American filmmaking. Students will be asked to write film analyses as well as present reports on the cultural impact of film on society.

FILMMAKING II

Grades 10-12

Prerequisite: Completion of Filmmaking I with a C- grade or higher.

This course is designed to further involve the video-literate student with more advanced elements of digital film including lighting, cinematography, and computer editing and effects. In a variety of group projects, students write, storyboard, light, shoot, and edit five to ten minute films and video art projects. The class also explores the history and influence of foreign films. Students do not need their own camcorders or editing software as they will have access to cameras and equipment at school.

FILMMAKING III

Grades 11-12

Prerequisite: Completion of Filmmaking II with a C- grade or higher.

This course enables students to further their digital filmmaking skills as a tool for artistic expression. Students explore the art and elements of video making, as well as computer editing and effects in great depth through a variety of short video projects with a focus on the narrative style. Students learn how to incorporate shots using cranes, dollies, and mobile camera stabilization equipment into their work. Long format videos using advanced directorial styles/techniques that include advanced lighting and cinematography are also part of the course. The course focuses heavily on the importance of the script as well as the use of the camera as tools for storytelling. Students investigate how film genres have changed and the societal and historical context in which these changes took place. Students must have access to editing software on a laptop. NOTE: Students also work in close collaboration with the Theatre and Performance Lab students to gain practical onset experience.

FILMMAKING IV

Grades 11-12

Prerequisite: Completion of Filmmaking III with a C- grade or higher.

Filmmaking IV, the pinnacle of cinematic education at Buckley, caters exclusively to seniors who have honed their video production skills throughout their high school journeys. Focused on narrative filmmaking, the curriculum transcends conventional classwork by offering exclusive master classes conducted by industry professionals, providing invaluable real-world insights. Beyond academia, Filmmaking IV aims to prepare budding filmmakers for the dynamic and competitive film industry, imparting the essential skills and knowledge necessary for success. Moreover, it assists students in navigating the intricate world of college applications, with a specialized emphasis on film schools, ensuring a comprehensive understanding of academic pathways within the industry.

UPPER SCHOOL MUSIC

The performing arts department offers an extensive range of music courses, encompassing vocal and instrumental music, music composition, theory, and technology. Designed to inspire and challenge students of various musical backgrounds, these classes provide regular performance opportunities. Within our Digital Arts and Music Center, we cater to the creative musician's needs through classes in songwriting, scoring, production, and theory. Students in grades 9-12 can fulfill the Visual and Performing Arts graduation requirement by completing four semesters of upper-level music classes. Our co-curricular offerings, such as Jazz Band, Advanced Strings, and Advanced Chorus, offer enriching ensemble experiences. Throughout the school year, students have access to chamber music, small group performances, and solo opportunities in both vocal and instrumental music.

CHAMBER ORCHESTRA

Grades 9-12

Admission to the Chamber Orchestra is open to string players (violin, viola, cello, bass) and pianists. Students listen to, respond to, and perform music in a wide range of genres in a culturally authentic manner, reflecting the diverse cultures from around the world. The academic requirements of the course include developing intermediate skills in music theory, history, and musical composition. Membership in the ensemble requires individual practice and participation in the Winter Concert, Spring Orchestra Concert, assemblies, and an adjudicated festival in the spring.

CONCERT BAND

Grades 9-12

This year-long course is available to wind and percussion players by permission of the instructor. It is strongly recommended that students have a minimum of one year of experience in an ensemble prior to joining the Concert Band. Students study and perform various styles of concert band literature while working to maximize their technical facility, sight-reading ability, and ensemble playing.

Students are also exposed to the beginning elements of improvisation. Students are required to maintain a daily practice schedule at home, and are evaluated primarily through live playing examinations, effort and participation during rehearsals and performances, and the mastery of course material. Membership involves performance at the Upper School Winter Concert, Spring Band Concert, community appearances, and adjudicated festivals.

CONCERT CHORUS

Grades 9-12

Through the rehearsal and performance of ensemble vocal music in various styles and languages, including traditional and modern choral music as well as pop, rock, and musical theater, the course will focus on the important components of ensemble singing: tone production; diction; blend; breathing; critical listening skills; and choral artistry. Intermediate-level music theory and sight singing will be taught during the course. Membership in the Concert Chorus includes participation in required performances at the Buckley Upper School Winter Concert, Spring Choral Concert, school assemblies, community appearances, and an adjudicated festival as available.

MUSIC COMPOSITION, PRODUCTION, AND TECHNOLOGY I

Grades 9-12

This year-long course is designed for students to gain extensive knowledge of contemporary music theory and music composition. Through use of the programs Logic, Ableton, and Sibelius in the state-of-the-art Digital Arts and Music Center, students will learn how to write compositions that employ contemporary song forms, and popular music theory. Projects will include the writing of melodies and harmonies, and the creation of beats that can be used in contemporary pop songs. Students will also be shown instrumentation techniques for writing orchestrally, and how to compose songs in written form. Note: Enrollment is limited to fifteen students.

MUSIC COMPOSITION, PRODUCTION, AND TECHNOLOGY II & III

Grades 10-12

Prerequisite: Successful completion of Music Composition, Production, and Technology I

These year-long courses are designed to provide students with comprehensive insight into contemporary music theory and composition. Within our state-of-the-art Digital Arts and Music Center, students use cutting-edge technology and software to compose, record, edit, and produce diverse creative projects, including contemporary songs, movie soundtracks, and film scores. Utilizing programs like Logic, Ableton, Garage Band, Sibelius, and East/West Sounds Complete, students immerse themselves in an array of musical genres and styles, while also studying musical form, song structure, and instrumentation. Prior knowledge of basic music theory is recommended for enrollment. Note: Enrollment is limited to fifteen students.

ADVANCED PLACEMENT MUSIC THEORY

Grades 10-12

Prerequisite: Demonstrated basic proficiency via placement exam and department chair/instructor approval.

This course prepares students to take the AP Exam, which tests their aural and visual understanding of musical form and compositional procedures. Topics covered include reading notation, sight singing, and ear training through rhythmic, melodic and harmonic dictation. Students will also learn how to analyze, orchestrate, and arrange music for various ensembles.

ADDITIONAL OFFERINGS

These offerings are co-curricular, faculty-led, and rehearsals occur after school. These are non-graded ensembles.

ADVANCED CHORUS

Admission to the Upper School Advanced Chorus is open to all outstanding singers by audition and placement by instructor.

Students study and perform compositions from various and diverse stylistic periods. Students demonstrate creative musicianship skills, including the ability to improvise variations of rhythmic, melodic, and harmonic patterns within the traditions and standards of a variety of genres and practices. Students are expected to maintain an active practice and performance schedule, and participate in Buckley Winter and Spring Concerts plus additional performances and adjudicated festivals as arranged.

ADVANCED STRINGS

Admission to the Upper School Advanced Strings is open to all outstanding string players and pianists by audition.

Students study and perform compositions from the Baroque, Classical, Romantic, Impressionist, and Modern periods. Students demonstrate creative musicianship skills, including the ability to improvise variations of rhythmic, melodic, and harmonic patterns within the traditions and standards of a variety of genres and practices. They also arrange and compose melodies and harmonies according to specific criteria and guidelines. Students are expected to maintain an active practice and performance schedule, and participate in Buckley Chamber Music and the Spring Orchestra Concert.

JAZZ BAND

Admission to the Upper School Jazz Band is open to all outstanding jazz musicians by audition.

Students will perform a repertoire of solo and ensemble literature representing various jazz genres, styles, and cultural and historical periods. These styles are blues, shuffle, ballad, samba, and rock. Students study improvisation, music theory, composition/arranging, jazz history, and rehearsal and performance techniques. The members of the Jazz Band are expected to maintain an active rehearsal and performance schedule, including appearances at the Spring Band Concert and an adjudicated festival.

PHYSICAL EDUCATION/ ATHLETICS

Upper School students must complete eight trimesters of physical education classes or participation on an athletic team. They may also earn PE credit by managing a middle or high school team or by enrolling in a dance or Mindful Movement class.

Upper School students also have the option to apply for a PE waiver, allowing them to earn credit for off-campus sports commitments beyond the school day. The waiver enables participation in external club teams or training with a sport-specific coach for PE credit, requiring a minimum of three hours per week throughout the trimester.

In high school physical education, students engage in life and fitness classes that emphasize strength, flexibility, muscular and cardiovascular endurance, coordination, balance, diet and nutrition. The overall goal is to provide students with a fun, positive experience and foster a lifelong commitment to regular physical activity.

Interscholastic sports are an essential part of the Buckley experience, contributing to the holistic development of students—physically, intellectually, emotionally, and socially. Participation in interscholastic sports is contingent on maintaining eligibility as outlined in the Family Handbook, aligning with the school's commitment to providing a comprehensive education.

PRE-SEASON ATHLETICS

When schedules and facilities permit, pre-season athletics are offered. These courses are designed to prepare students for the upcoming season in a specific sport. Basic fundamentals, conditioning, strategies, and team concepts are taught to provide the athlete with the best possible preparation for the season.

INTERSCHOLASTIC ATHLETICS

The Upper School athletics program is governed by the California Interscholastic Federation (CIF); teams compete in either the Liberty or Prep League. The athletics program reflects the school's philosophy promoting the continual growth, achievement and development of an individual's greatest potential. We strive to provide tools and resources that enable our student-athletes to be challenged for optimal growth. We promote a balanced development of mind, body, and character as it relates to student-athletes' physical, emotional, and social well-being. Some values we seek to cultivate are: a sense of teamwork, cooperation, and determination; an understanding of the need for sacrifice, discipline, dedication and commitment; establishing and achieving goals; self-confidence; proper sportsmanship; respect for others and self; and an awareness of the individual, team and schools' role in athletics.

The Upper School sports offered during the year are as follows:

FALL SPORTS

Cross Country
Golf (girls)
Tennis (girls)
Volleyball (girls)

WINTER SPORTS

Basketball (boys and girls)
Soccer (boys and girls)

SPRING SPORTS

Baseball
Beach Volleyball (girls)
Golf (boys)
Swimming
Track & Field

YEAR-ROUND SPORTS

Equestrian
Fencing

*All teams are mixed gender unless otherwise noted

MINDFUL MOVEMENT

Grades 9-12

Trimester course offered during fall, winter, and spring athletic seasons

Feeling overwhelmed? Tired of your own bad habits? Caught in a cycle of overthinking and worrying about the future? Mindful movement offers stress relief, self-awareness and positive vibes with a practice incorporating meditation, mindfulness and yoga. Students learn to concentrate and be present for their lives in a new way that leads to emotional regulation, self-awareness and a better quality of life. Reflective circle sharing, games, poetry and mindful walking are all a part of Mindful Movement. This is a class guaranteed to leave you feeling better than when you walked in. Open to all upper school students, no prior experience required.

MIXED GENDER PHYSICAL EDUCATION

Grades 9-12

In the Upper School Physical Education course, students engage in an array of cooperative games, individual and team sports, and personalized fitness routines. By immersing themselves in these activities, students not only cultivate essential lifelong skills but also lay the groundwork for a healthier lifestyle, reducing injury risks, managing stress, amplifying physical performance, and stimulating mental agility. This holistic program aims to provide students with diverse experiences, fostering enduring skills and habits and building a lifelong appreciation for physical activities while concurrently nurturing core elements of strength, flexibility, muscular endurance, cardiovascular health, speed, agility, and balance.

SCIENCE

The science department actively cultivates students' scientific literacy by offering a broad spectrum of courses. Through our programs, students engage in hands-on learning, experimentation, and the thorough mastery of scientific content. They also gain a profound understanding of how science impacts their daily lives.

The science department ensures students acquire a robust foundation in physics, chemistry, and biology. Our program explores fundamental concepts, the process of discovering and validating new knowledge, experimental methods, and the impact of science on society and the environment. With an emphasis on STEAM, our courses foster scientific literacy and problem-solving skills, emphasizing data analysis and making connections with various disciplines. Throughout our curriculum, students develop a knack for asking insightful questions, advocating for truth, and embracing challenges as opportunities.

CONCEPTUAL PHYSICS

Grade 9

Prerequisites: C- grade or higher in Algebra I or concurrent enrollment in Algebra I and department chair approval.

This foundational Upper School science course provides a robust introduction to key physics concepts, emphasizing their real-world applications. Students engage in hands-on activities, designing experiments, constructing models, and analyzing data to explore questions about the physical world. The curriculum covers topics such as motion, forces, momentum, energy, electricity, magnetism, waves, and thermodynamics. The development of problem-solving and critical thinking skills in this course lays the groundwork for further study in the sciences.

CHEMISTRY

Grade 10

Prerequisite: C- grade or higher in Conceptual Physics

This course investigates the fundamental properties of matter and the transformations matter undergoes, placing a particular emphasis on Stoichiometry and algebra-based quantitative skills. Building on foundational concepts introduced in Conceptual Physics, students will explore topics including matter and energy, electronic structure, nomenclature, chemical composition and quantities, gases, liquids and solids, solution stoichiometry, and equilibrium. The laboratory component of the course focuses on essential chemistry techniques, emphasizing both qualitative and quantitative data collection, calculations, and the application of critical thinking skills.

HONORS CHEMISTRY

Grade 10

Prerequisites: A or higher in Conceptual Physics, concurrent enrollment in or completion of Algebra II with a C- or higher and department chair approval.

This course is a qualitative and quantitative introduction to the macroscopic chemical behavior of inorganic substances based on molecular structure. Through extensive laboratory work, students actively explore, reinforce, and expand their comprehension of theoretical concepts, fostering a deeper understanding through hands-on engagement and experimentation. The curriculum reinforces a wide range of foundational math skills and concepts introduced in Conceptual Physics, and includes topics such as matter and energy, electronic structure, nomenclature, chemical composition, quantities, gases, liquids, solids, solution properties, stoichiometry, equilibrium, thermodynamics, reaction kinetics, and electrochemical processes in considerable depth. Honors Chemistry assumes a higher level of comfort with applied algebra, encourages independent learning, and serves as a preparatory course for AP Chemistry.

BIOLOGY

Grade 11-12

Prerequisites: Completion of Chemistry with C- grade or higher.

Biology is the final core science course in the upper school. Students engage with Biology through a complete understanding of Physics and Chemistry where unifying themes in science are reiterated throughout the curriculum. Students are provided with opportunities to reinforce math and lab skills from prior core science courses into field research and experimental design.

HONORS BIOLOGY

Grades 11-12

Prerequisites: A or higher in Chemistry or B+ or higher in Honors Chemistry, and department chair approval.

Honors Biology focuses on application of content skills and the integration of foundational physics and chemistry as they relate to evolution, genetics, the cell, and ecology. Reinforcement of math skills, lab skills, and opportunities to challenge students' synthesis and analysis skills are provided through critiques of current scientific research and independent research submitted to the Buckley Climate Conference.

ELECTIVES

AEROSPACE ENGINEERING

Grades 11-12

Prerequisites: Completion of Algebra II with a C- grade or higher.

Throughout the year, students in Aerospace Engineering craft airfoils, design propulsion systems, and build rockets, as they explore the principles of atmospheric and space flight. Using industry-standard software, they dive into the intricacies of orbital mechanics, exploring the dynamic world of spacecraft trajectories. In addition, they study the complexities of robot systems, enhancing their problem-solving skills through critical thinking and collaborative teamwork. Designed to lay a robust foundation for postsecondary study and future careers in STEM fields, this course offers an immersive learning experience in aviation and rocketry. Aerospace Engineering is available on a biennial basis.

ADVANCED STUDIES IN ASTRONOMY AND ASTROPHYSICS

Grades 11- 12

Prerequisites: B+ or higher in most recent AP/honors core science course or A or higher in most recent on-level core science course and department chair approval. B+ or higher in Honors Pre-Calculus or A or higher in Pre-Calculus.

Advanced Studies in Astronomy and Astrophysics is a mathematically rigorous, inquiry-based course focused on the fundamental principles, applications and observations of classical astronomy and astrophysics. Students solve complex problems, design experiments, interpret laboratory observations and errors mathematically, apply knowledge to new situations, and develop an appreciation for both the history of astronomy and its future. Assessments are partially laboratory-based, with attention to analysis, inference, and clear communication. The curriculum, beginning with History of Astronomy, will include Distance Scales and Parallax, Newtonian Gravity, Kepler's Laws, Observational Techniques, Cosmology, Stellar Astrophysics, and Particle Astrophysics, with attention to what it is like to work as an astrophysicist in the field.

ADVANCED PLACEMENT BIOLOGY

Grades 11-12

Prerequisite: B+ or higher in most recent honors core science course or A or higher in most recent on-level core science course and department chair approval. Honors Chemistry strongly recommended.

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. The AP Biology course is equivalent to a two-semester college introductory biology course for biology majors.

ADVANCED PLACEMENT CHEMISTRY

Grades 11-12

Prerequisite: B+ or higher in most recent honors core science course or A or higher in most recent on-level core science course, completion of Algebra II with a C- grade or higher, and department chair approval. Honors Chemistry strongly recommended.

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

ADVANCED STUDIES IN CLIMATE CHANGE (FORMERLY TIPPING POINTS)

Grades 11-12

Prerequisites: B+ or higher in most recent AP/honors core science course or A or higher in most recent on-level core science course and department chair approval

Human-induced climate change is the largest threat to the natural environment and societies the world has ever experienced. Through experiential learning, research, interdisciplinary collaborations, and active lectures, students will review and rethink humanity's relationship with Earth and engage in planetary stewardship. All students participate in Buckley's Climate Conference in a behind the scenes role or as an active presenter in the conference.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grades 11-12

Prerequisite: B+ or higher in most recent AP/honors core science course or A or higher in most recent on-level core science course and department chair approval

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science.

ADVANCED PLACEMENT PHYSICS C: MECHANICS/ELECTRICITY AND MAGNETISM

Grades 11-12

Prerequisites: B+ or higher in Honors Physics and concurrent enrollment in AP Calculus AB or higher, passing of a calculus diagnostic test administered by the instructor at the end of the current school year, and department chair approval

This college-level laboratory course provides a deep dive into the fundamental principles of Mechanics and Electricity and Magnetism. Students use previously learned concepts and apply calculus theory to solve more complex problems. A high level of proficiency with physics calculations and integral and differential calculus is required. Designed to closely replicate the rigor of a college-level physics course for students pursuing technical majors, this program effectively prepares them for the Advanced Placement Physics C exams. Proficiency in physics calculations, utilizing integral and differential calculus, is a prerequisite for success in this course

ADVANCED STUDIES IN SCIENTIFIC RESEARCH

Grades 10-12

Prerequisite: Approved Research Proposal

The Advanced Studies in Scientific Research course centers on students' independent research projects in a chosen STEAM field, which may span one to three years. Throughout the program, students cultivate research literacy, refine lab skills, and master time management while fostering productive collaboration. This hands-on lab course requires a minimum commitment of six hours dedicated to lab work per week. Successful completion of research projects may lead to submissions to esteemed STEAM-based journals or participation in science contests. Please note that enrollment in this exclusive course is limited to only 13 students annually.

SOCIAL SCIENCES

"In our world of 24-hour-news cycles, global markets, and high-speed internet, we ...see that our future, and the future of our children, is inextricably linked to the complex challenges of the global community. And for our children to be prepared to take their place in that world and rise to those challenges, they must first understand it."

- Roderick Paige, Former U.S. Secretary of Education

The social sciences department is dedicated to developing a deep understanding of humanity in our students, emphasizing both historical insight and a broad global outlook. In today's evolving and increasingly interconnected world, students are directly engaged with challenging realities. Our aim is to equip them with the ability to understand and respond to these complexities with curiosity, knowledge and respect. This journey begins in the sixth and seventh grades, where students explore global cultures, world geography, and current international events, fostering an appreciation for diverse perspectives. From eighth through twelfth grades, the focus shifts towards analyzing primary sources, evaluating historical interpretations, and refining critical writing skills in social sciences. Our curriculum is further enriched by a variety of stimulating AP courses and electives, spanning government, economics, social justice, world religions, and art history.

Required courses for students in the social sciences:

Grade 9: World History I: Foundations of Civilization

Grade 10: World History II: The Modern World or AP European History

Grade 11: United States History or AP United States History

WORLD HISTORY I: FOUNDATIONS OF CIVILIZATION

Grade 9

From prehistoric peoples to becoming "The World", this course introduces students to the pre-modern history of human cultures on a global scale. Students actively explore changes and developments in ancient societies that later influenced worldwide advancements, major historic trends, and cultural and technological innovations. Students broaden historical thinking and explore human geography by gaining perspective of cultural developments from various geographical and chronological contexts. Political, social, and intellectual history is coupled with the investigation of spirituality and religion through primary source material, archaeological evidence, art, architecture, literature, and music. Students think critically and analyze to discover an understanding and appreciation of the diverse cultures of the world, and to learn to express their thoughts in well-crafted essays, presentations, and an independent research project.

WORLD HISTORY II: THE MODERN WORLD

Grade 10

Modern World History connects geographical, cultural, technological, and political histories to modern world issues and human interactions. Beginning as early as the 13th century and continuing up to the 21st century, this course covers major developments in the realms of politics, economics, military, science, arts and culture with the aim of making connections between the world's past and present. Using and interpreting primary sources, secondary sources, and current events, students will engage in coursework that emphasizes research, critical thinking, coherent argumentation, persuasive writing, and creative and engaging public speaking. This course's goal is to make students more knowledgeable, understanding, and active members of the global community.

ADVANCED PLACEMENT EUROPEAN HISTORY

Grade 10

Prerequisites: A yearly average of A- or higher in History 9 and English I and department chair approval.

AP European History is an introductory college-level European history course. You will cultivate your understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

UNITED STATES HISTORY

Grade 11

The United States is unique in history—a global empire with a commitment to equality and human rights. How did this nation built on ideas emerge? Explore America's history from colonization to the present, examining broad historical themes and controversies. Using primary and secondary source documents and current events, students learn about the various political, social, religious and economic developments that have shaped and continue to shape the complex history of the United States. The course is designed to engage students in critical thinking, primary source analysis and analytical writing skills. This course is intended to help students understand America's past and present. It is also meant to help them think historically, that is, to think about human change over time.

ADVANCED PLACEMENT UNITED STATES HISTORY

Grade 11

Prerequisites: A- or higher in World History II or B+ or higher in AP European History, A- or higher in English II, and department chair approval.

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. In this class, we will also learn to think like historians, unpack and understand historical texts, critically evaluate the ways in which the historical record shapes and is shaped by social structures.

The course parallels U.S History with the expectation of significant independent reading, thinking, and writing. Students will be required to prepare for the AP examination in May.

ELECTIVES

ADVANCED PLACEMENT MACROECONOMICS

Grades 11-12

Prerequisite: Completion of, or concurrent enrollment in, pre-calculus is required.

AP Macroeconomics is an introductory college-level macroeconomics course. Students will study the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as you explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

This course is offered every other year, alternating with AP Microeconomics. Previous enrollment in AP Microeconomics is NOT required for this course.

ADVANCED PLACEMENT MICROECONOMICS (NOT OFFERED IN 2024-2025)

Grades 11-12

Prerequisite: Completion of, or concurrent enrollment.

AP Microeconomics is a college-level course that introduces you to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops your 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. You will learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Microeconomics is equivalent to a one-semester introductory course in college.

ADVANCED PLACEMENT PSYCHOLOGY

Grades 11-12

Prerequisites: A- or higher in most recent social science courses and department chair approval.

This course broadens students' scientific understanding of the brain and human behavior, delving into major theories and concepts of Western psychology. Encompassing topics such as psychological science history, cognition, learning, memory, personality, research methods, and ethics in human research, it explores critical psychological theories including biological, developmental, behavioral, psychoanalytical, and psychodynamic perspectives. Through project-based learning, students gain practical knowledge of psychology's foundations, applying psychological principles to explore individual and group behavior. AP Psychology serves as preparation for the AP Psychology exam.

ADVANCED STUDIES IN ART HISTORY

Grades 11-12

Prerequisites: B+ or higher in most recent social science course and department chair approval.

Advanced Studies in Art History is a survey course of architecture, sculpture, painting, installation, performance, and other methods of artistic expression within diverse histories and cultures across global history, serving as a foundation for the practice of authentic art historical methodologies. In this course, students will examine major methods of artistic expression from the Paleolithic Era to the Present across six continents. Visual analysis will serve as the primary tool for class discussions with an emphasis on understanding works in context, considering how issues including patronage, race, gender, representation, religion, and politics inform the functions and effects of artworks. The course invites students to actively and authentically engage with the works in order to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

Grade 12

Prerequisites: A- or higher in US History or B or higher in AP US History, letter of intent submitted to department chair, and department chair approval.

AP US Government and Politics ("A-PUSH") is a college-level introduction to the American system of constitutional democracy. Students will study the history, structure and operation of the federal system, the executive bureaucracy, Congress and the Supreme Court while reading some of the core founding documents, exploring the responsibilities of citizenship, and examining the impact of government decisions upon the lives of everyday Americans.

ECONOMICS

Grades 11-12

Prerequisites: B or higher in Algebra II and department chair approval

This is a survey course covering the fundamentals of basic economics. At the heart of the course is learning how economics deals with an underlying premise: understanding how a free market economy addresses the basic problem of wants and needs being greater than the resources available, a concept known as scarcity. The first semester of the course will cover microeconomics: how individuals (consumers and businesses) deal with scarcity. The second semester will focus on macroeconomics: how those behaviors translate into how societies as a whole deal with the same problem. Current economic events will also be incorporated throughout the course. These events will range from the rising price of energy to interest rate increases by the Federal Reserve Board.

LOS ANGELES: A HISTORICAL AND CULTURAL STUDY

Grades 11-12

Los Angeles—more than the home of movie stars and surfer dudes—has a rich history as a cultural, political, economic, and military hub of the modern world. In this course, students will explore and discuss the historic milestones, social movements, and cultural artifacts that have created the city in which they live, including Native American history in California, the Colonial Period, the Mexican War and its aftermath, the Booster period, the Great Depression, World War II and internment, the Cold War, L.A.'s civil unrest of 1992 and the OJ Trial.

PHILOSOPHY & ETHICS

Grades 11-12

Philosophy is a unique discipline that touches on the fields of social sciences, sciences, English and arts. It inspires students to consider their experience and knowledge from a broader perspective, asking the essential questions attempting to explain the meaning of our presence in the world, and it provides us with the rational tools to advance in this path. Originally inspired by the Philosophy course that exists in every French high school, this particular course has been redesigned to equally feature philosophies of Asia and Africa as well as Western schools of thoughts. It is primarily based on reflection and dialectic debates involving groups of three students exploring questions such as: should we believe what we perceive, can one truly know anything, or can we be truly happy without knowing ourselves?

SOCIAL JUSTICE

Grades 10-12

"Your silence will not protect you," says Audre Lord in a call to activism. This course explores theories and case studies of social justice in action. After examining varied definitions and uses of the term social justice, students then look at real world examples of movements including, but not limited to, the civil rights movement, equity justice initiative, post-Stonewall LGBTQ efforts, women's rights movements, Free Tibet, anti-apartheid in South Africa and around the world, anti-war movements, and the justice for Vincent Chin movement. Each movement is contextualized in light of current events and contemporary understanding. Working on the premise that change emerges out of self-awareness, the class provides daily opportunities to reflect on self and examine both conscious and unconscious bias. Course materials include scholarly journals, books, documentary film and popular media.

SOCIAL PSYCHOLOGY

Grades 11-12

In this course, students will explore societal cultures, dynamics, and social influences, learn about personal and social responsibility, and develop intellectual and practical skills that can be applied across disciplines and in varied real-life contexts. Topics will include societal attributions, conformity and obedience, group behavior, cultural influences, prejudice, discrimination, stereotypes and stereotype threat, aggression, attraction, and altruism. This course is project-based with a focus on reflection and making a positive difference in one's community. Students will engage in original research and complete multiple projects, including psychoeducation podcasts and collaborations with local organizations and universities.

SPORTS AND SOCIETY

Grades 11-12

Sports and Society provides a platform for students to explore the profound impact of sports on social, political, and economic landscapes. The course delves into how sports and athletes reflect, shape, and transform the societies they inhabit, focusing on themes such as race, ethnicity, gender, socioeconomic equality, and politics, both domestically and globally. The course also scrutinizes the economic aspects of sports such as amateurism, labor dynamics, and the role of public funds in private sports ventures. Essential questions include how sports shed light on historical race and gender inequalities and how global events like the Olympics unveil geopolitical conflicts. These inquiries stimulate critical discussions, examining the intricate interplay between sports and broader societal issues.

VISUAL ARTS

The goal of the visual arts department is to provide experiences that ask the students to develop individual, creative solutions to visual problems. Students are also expected to strive to increase their technical skills in manipulating a variety of materials. In each unit of study, art history and current concepts in art are included so that students understand the cultural context of art. All assignments are critiqued in class as students learn to analyze and evaluate their artwork.

In all art classes, students are expected to put in extra studio time outside of class to complete the assignments. Upper School art classes may include field trips to museums, galleries, and artists' studios.

UPPER SCHOOL VISUAL ARTS COURSES

CERAMICS I

Grades 9-12

Muddy your hands with an art form that is more than 25,000 years old. This beginner's course offers a structured and immersive introduction to clay. You will create useful and sculptural works. You will engage in discussions about art with your peers, and you will challenge yourself to become a creative problem solver which is a vital step towards becoming a successful artist. *This class meets half as often as a core class.*

CERAMICS II

Grades 9-12

Prerequisite: Ceramics I or permission from the instructor or department chair

Elevate your ceramics skills to new heights in this dynamic and hands-on course. Building on your foundation in ceramics, you will conceive and execute larger, more ambitious projects. Engage in exciting discussions with your peers inspired by the rich history of ceramics. From sculptural installations to functional pottery sets, you will be challenged and supported as you develop your own signature style. *This class meets half as often as a core class.*

DRAWING AND PAINTING I

Grades 9-12

Dive into a world of colors, shapes, and imagination as you explore the fundamental techniques of drawing and painting. From learning to draw observationally to creating colorful and imaginative abstractions, this course offers a dynamic blend of hands-on projects. Drawing & Painting I builds on what you learned in Middle School and is also an ideal starting place for high school students who are new to drawing. *This class meets half as often as a core class.*

DRAWING AND PAINTING II

Grades 9-12

Prerequisite: Drawing & Painting I or permission from the instructor or department chair.

Time to level up! Build upon the foundation laid in our introductory course as you explore a deeper range of drawing, painting and printmaking materials. Explore advanced rendering techniques. Learn about human anatomy by drawing live models. Drawing & Painting II emphasizes the cultivation of a unique artistic voice that's unmistakably yours. *This class meets half as often as a core class.*

GRAPHIC DESIGN I

Grades 9-12

Your powerful visuals can capture attention, tell stories, and ignite imaginations. This course is your passport to the exciting realm of visual communication where creativity meets functionality. Dive headfirst into the design process from concept to execution. Gain hands-on experience using industry-standard software. Craft eye-catching logos, compelling posters, and captivating social media graphics. You'll learn the principles of design and how to communicate lasting messages through your art. *This class meets half as often as a core class.*

GRAPHIC DESIGN II

Grades 9-12

Prerequisite: Graphic Design I or permission from the instructor or department chair

Elevate your design skills to a professional level! Building upon the foundation of our introductory course, this project-based course takes you deeper into the art of visual storytelling and brand identity. Explore advanced design concepts, learn the art of typography, and create intricate layouts that command attention. By the end of this course, you will possess a fluency with industry-standard design software and a portfolio of design work that demonstrates your ability to captivate audiences and create compelling visual narratives. *This class meets half as often as a core class.*

PHOTOGRAPHY I

Grades 9-12

Students learn the tools of the manual camera such as aperture and shutter speed as well as the major genres of photography. You'll work with film cameras, film, and light-sensitive paper to create everything from experimental projects to studio photography. Beginners welcome! *This class meets half as often as a core class.*

PHOTOGRAPHY II

Grades 9-12

Prerequisite: Photo I or permission from the instructor.

This course includes an in-depth examination of the photographic image, wet and digital darkroom techniques, and development of a personal approach to artwork.

Unleash your creativity through advanced techniques including 35mm and medium format film use, composition and printing, and color photography. Whether you want to perfect your portraits, master landscapes, or experiment with abstraction and processes, Photo II is your door to a world of photographic possibilities. *This class meets half as often as a core class.*

SCULPTURE I (FORMERLY METAL I)

Grades 9-12

Prerequisite: Sign the safety agreement.

Calling all aspiring sculptors! Sculpture is a fascinating fusion of art and craftsmanship. Sculpture I will teach you how to form and fuse metal and other fabricating materials. You will tackle abstract and representational projects from monumental outdoor sculptures to intricate, small-scale creations. You will engage in stimulating discussions about the history and significance of sculpture. You will collaborate with fellow students in an environment buzzing with creativity. Beginners welcome! *This class meets half as often as a core class.*

SCULPTURE II (FORMERLY METAL II)

Grades 10-12

Prerequisite: Sculpture I and sign the safety agreement.

Take your sculptures to the next level! This course is designed for students who already have a foundation with sculpture and are eager to explore more complex techniques and concepts. Hone your skills to convey emotions and tell stories and communicate ideas. Guided conversations with fellow artists will help you refine your artistic voice. Prepare to be inspired by the rich history of sculpture and the works of renowned sculptors as you undertake projects that encourage your self-expression and experimentation. *This class meets half as often as a core class.*

ADVANCED STUDIES IN ART:

- **DRAWING & PAINTING PORTFOLIO**
- **GRAPHIC DESIGN PORTFOLIO**
- **PHOTOGRAPHY PORTFOLIO**
- **SCULPTURE PORTFOLIO**

Grades 11-12

Prerequisite: Drawing & Painting II, Graphic Design II, Photography II, or Sculpture II

Shape your future now by building a portfolio that demonstrates your unique perspectives and advanced skills. Whether you're revealing your imagination with drawing and painting materials, molding clay into intricate sculptures, or crafting stunning graphic designs; your Advanced Studio Art classes will provide the environment, feedback, and guidance that you need to create a robust portfolio that showcases your unique artistic voice as you advance towards college and beyond.

ADVANCED STUDIES IN ART:

- **SENIOR DESIGN THESIS** (formerly AP 2D Art and Design)
- **SENIOR FINE ART THESIS** (formerly AP Drawing)
- **SENIOR PHOTO THESIS** (formerly AP Photo)
- **SENIOR SCULPTURE THESIS** (formerly AP 3D Art and Design)

You're ready. Buckley seniors are invited to achieve their own artistic vision with the expert guidance of our dedicated faculty. Illustrate your graphic novel. Build your video game. Forge your suit of armor! Whether you're passionate about design, fine art, photography, or sculpture, we have a thesis class to suit your unique ambition. Every rising senior can apply! Submit a brief written description of your grand artistic project, submit 5 or more samples of the kind of art that you intend to create for this project, and tell us about a new skill that you'll master with our faculty's support. Students will be selected by the visual arts department based on class size and the quality and timely submission of the application materials listed above.

ADVANCED STUDIES IN ART HISTORY

Grades 11-12

SEE: Course description under Social Sciences.

WORLD LANGUAGES

The world languages department at Buckley believes in a holistic approach to learning languages, encompassing reading, writing, speaking, listening, and understanding global contexts and cultural competencies. Choosing a language isn't just about communication; it's a gateway to empathy, problem-solving, and cultural appreciation.

Our modern language courses emphasize proficiency and are conducted entirely in the target language. These classes foster communication skills, critical thinking, global awareness, and cultural empathy. Aligned with AP exam themes—Families and Communities, Global Challenges, Personal and Public Identities, Science and Technology, Contemporary Life, and Beauty and Aesthetics—all world languages courses allow students to explore relevant topics at each level.

Placement in language level is dependent upon ability, experience, performance, and maturity. New students with prior language experience take

placement tests before the school year starts. Entry to Honors and AP courses is invitation-based and reflects previous language class performance. Since language skills continue to build at each level, students who earn lower than an annual average of B- (79.5) will be asked to do remedial work over the summer in order to be admitted to the next level.

The department encourages students to enhance language skills and cultural understanding through summer study programs, especially abroad. Advancing a level during summer break requires enrollment in an approved language program and submission of a formal transcript demonstrating proficiency, confirmed by an oral and/or written assessment before the school year begins.

FIRST YEAR LANGUAGES

Chinese, French, Spanish (MS levels 1A and 1B; US Spanish 1)

No prerequisite required.

Beginning from the most elemental levels of language, these courses provide the opportunity to read and listen to authentic and graded resources in the target language. They develop students' abilities to confidently express themselves in simple conversations and presentations using highly practiced, memorized words and phrases. Students can give personal information about themselves and others; share likes and dislikes, preferences and needs; and accomplish some common tasks like purchasing food and clothing. Cultural connections and understandings are integrated in the language learning process.

SECOND YEAR LANGUAGES

Chinese, French, Spanish (US level 2)

Prerequisite: Successful completion of Level I with a minimum of B- (79.5) or by placement test administered by the department.

Building on the foundations of Level 1, students expand their abilities to understand and create in past, present, and future narration. Classroom practice focuses on initiating, sustaining, and bringing to a close conversation revolving around familiar situations (themselves, family, friends, school). At this level, students are encouraged to speak as much as possible and to try adding something more (another fact, thought, or a question) to keep the conversation going. Cultural connections continue to form the basis of in-language learning and instruction.

THIRD YEAR LANGUAGES

Chinese, French, Spanish (US level 3)

Prerequisite: Successful completion of Level 2 with a minimum of B- (79.5) or by placement test administered by the department.

Students at this level can successfully manage uncomplicated communicative tasks such as describing people and places and providing information on self, others, family, home, daily activities, and personal preferences. Students are beginning to create with language using compound and complex sentences focusing on themes such as contemporary life, global challenges, and science and technology. Cultural connections are explored more in depth in the target language.

HONORS CHINESE IV

Grades 9-12

Prerequisites: A- or higher in Chinese III and department chair approval

At this level, students focus on advanced grammar and develop greater proficiency in listening, speaking, reading and writing through engagement with current issues in China. Chinese culture is studied in greater depth. The role of ancient philosophical concepts and traditional customs, which are still evident and influential in the social lives of modern Chinese, is discussed in the context of modernization. Classes are conducted in Chinese, and students practice using Chinese in different situations in a way that is grammatically acceptable and culturally appropriate. By the end of the year, students should be able to actively use an additional 600 words for reading and writing. This course prepares students for the AP course.

CHINESE LANGUAGE: CINEMA

Grades 10-12

Prerequisites: Completion of Chinese III with C- grade or higher.

A selection of Chinese language films and related texts will provide the structure for communicative exercises to develop proficiency in the three modes of language acquisition: interpretive, interpersonal, and presentational. In addition to viewing, discussing, and writing about film, the course will contain readings and other authentic texts from China, Taiwan, and Hong Kong that focus on themes and issues central to the films. Students will explore such contemporary issues through films as environmental stewardship, global development, immigration, and cultural difference, wealth, food, and lifestyle.

ADVANCED PLACEMENT CHINESE LANGUAGE AND CULTURE

Grades 10-12

Prerequisites: B or higher in Chinese IV Honors and department chair approval

The AP Chinese course aims to provide students with ongoing and varied opportunities to further develop their language proficiencies within a cultural frame of reference. Students are required to record weekly journals and write emails to enhance their writing skills. Students will discuss and present on various aspects of contemporary Chinese society, including geography and population, ethnic and regional diversity, climate and weather, holiday and foods, and current affairs. The course introduces students to significant persons and themes in Chinese history and helps students broaden their worldview by comparing Chinese cultural products, practices, and perspectives with those of their own society. The class is conducted only in Chinese.

HONORS FRENCH IV

Grades 9-12

Prerequisite: Level 3 French with a minimum grade level of A- (89.5) or by department placement.

In this class, students will begin preparation for taking the AP French Language and Culture exam by covering three of the six themes explored on the AP. The course focuses on improving language proficiency, historical, and geographical awareness in all three language modes. Students will develop a deeper understanding of French and Francophone cultures and deepen their authentic curiosity, appreciation, and respect toward cultural differences. Students will achieve near fluency in daily, conversational French communicating with clear intonation and accent.

FRENCH LANGUAGE: MUSIC AND CULTURE

Grades 10-12

Prerequisite: Level 3 French with a minimum grade level of B- (79.5)

Listening, singing and creating songs is an original and fun way to improve advanced students' language skills. In this course, students will learn about the history of popular music in the French speaking world ranging from "chansons" in the style of Edith Piaf to rock, rap, electronic and hip hop. Students will hone their conversational and writing skills, as well as their mastery of grammar, through in-class discussion and written assignments based on the songs and related cultural topics. The final group project will consist in creating lyrics for the instrumental of a popular song in French, and creating a music video to accompany it.

FRENCH LANGUAGE: CINEMA

Grades 10-12

Prerequisite: Level 3 French with a minimum grade level of B- (79.5)

A selection of French language films and related texts will serve as a springboard for conversation and writing. Students will explore the historical, cultural and geographic topics presented in films dating from the 1930's to the present, such as *La Grande Illusion*, *Les Enfants du Paradis*, *Les 400 Coups*, and *Au Revoir Les Enfants*. Students will enhance their vocabulary as it relates both to the study of film as an art form and to the cultural topics discussed in response to the films covered in the course. Students will hone their conversational and writing skills, as well as their mastery of grammar, through in-class discussions and written assignments.

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE

Grades 10-12

Prerequisite: Honors French IV with a minimum grade level of B+ (86.5) or by department placement.

Students in AP French prepare to deal successfully with the complex skills required on the AP French Language and Culture exam such as writing persuasive essays and timed guided conversations. The course provides students with opportunities for critical thinking, independent work, and cooperative activities. They develop a global perspective capable of fueling an interest in francophone cultures and respect for their products, practices, and perspectives. The curriculum covers six required themes on the AP. As students exit the course, they should feel confident in their abilities to comprehend written texts and oral discourse as well as to communicate in written and spoken French.

HONORS SPANISH III

Grades 10-12

Prerequisites: A- or higher in Spanish II and department chair approval

The course will develop students' listening, speaking, reading, and writing skills. Students will be exposed to different countries, dialects, customs, and cultures of the Spanish speaking world and understand the practices, products, and perspectives of the cultures studied. Students enrolled in the class will acquire more advanced vocabulary and grammatical concepts, will continue to develop pronunciation skills and cultural awareness through a variety of media including a short film collection, and will demonstrate learning through in-class activities, partner exercises, compositions, recordings, projects, and presentations. Students will engage in conversations, express feelings and emotions, and exchange opinions.

HONORS SPANISH IV

Grades 10-12

Prerequisite: Level 3 Spanish with a minimum grade level of A- (89.5) or by department placement.

This class is a rigorous pre-AP course taught exclusively in Spanish. The course helps improve proficiency in the three modes of communication: interpretive, interpersonal, and presentational. Students will communicate proficiently in the past, present, and future tenses and will express opinions and develop skills of persuasion using the subjunctive and conditional moods. The course is divided into thematic units guided by essential questions and cultural connections are integrated into the study of the units. Students will make comparisons between their lives and the lives of others. Discussion of the topics is done completely in Spanish as a requirement of this course.

SPANISH LANGUAGE: POP CULTURE AND THE MEDIA

Grades 10-12

Prerequisite: Successful completion of level 3 Spanish with a minimum of B- (79.5).

Through the study of music, art, film, sports, and other forms of pop culture, students will gain a deeper understanding of the cultures of the Spanish-speaking world and reflect on their own personal experiences. Students will learn to analyze the ways in which popular culture reflects and shapes their understanding of the world. They will explore the intersections of popular culture, media, politics, and social dynamics. A key outcome will be for students to explore and gain an appreciation of the rich diversity of Latin American and Spanish cultural expressions.

ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

Grades 10-12

Prerequisite: Honors Spanish IV with a minimum grade level of B+ (86.5) or by department placement.

Building upon the skills developed previously, this course is a passport to an immersive exploration of the Spanish language and its cultural richness and variety. Equivalent to an intermediate-level college course, students will develop their skills in interpersonal, interpretive and presentational communication, while navigating real-life situations arising from the AP themes of Family and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, Personal and Public Identities and Global Challenges. Discussion is done completely in Spanish as a requirement of this course.

LATIN IA

Grades 7-9

This course is open to students who are beginning their language study. This course introduces students to the Latin language, its vocabulary and basic grammatical structures. The course explores the foundations and traditions of Rome, Greek and Roman Olympian deities, the Roman house, Roman family structure, and the basics of Mediterranean geography. Proficiency is developed through written exercises, oral participation, grammatical analysis, games and skits. Through the study of Latin and Greek root words, students develop and strengthen their English vocabulary and grammar. Students are encouraged to take on personal projects that connect their knowledge of the ancient world with their own personal interests.

LATIN IB

Grades 8-10

Prerequisite: Latin IA

This course completes level I instruction that began in the previous course. The class continues to introduce new vocabulary and more complex points of grammar with the goal of increased reading and writing proficiency. Readings focus on the city of Rome, its architecture, geographic location and historical development. There is also significant focus on the development of English vocabulary through mastery of Latin root meanings. As in the previous year, students are encouraged to take on personal projects that connect their knowledge of the ancient world with their own personal interests.

LATIN II

Grades 9-12

Prerequisites: Successful completion of Latin (IA and IB)

Latin II introduces more complex Latin syntax and grammar necessary for reading unadapted Latin literature. Students explore the vast extent of the Roman Empire both geographically and chronologically. The ability to translate significant and sophisticated pieces of Latin literature is an exciting milestone for this course. They continue to build upon their English vocabulary through Latin derivations while exploring the intriguing political and military history of Rome. As in previous levels, students are encouraged to take on personal projects that connect their knowledge of the ancient world with their own personal interests.

LATIN III

Grades 10-12

Prerequisite: Successful completion of Latin I/Latin II

In Latin III, students engage directly with original works by classical Roman writers like Petronius, Horace, Ovid, and Catullus, honing their skills in recognizing and analyzing rhetorical and lexical devices used in classical Latin literature. Through this exploration, students craft and refine their essay writing abilities while analyzing these literary masterpieces. Additionally, they delve deeper into mythology, expanding their English vocabulary along the way. The course prioritizes extensive review of Latin grammar and vocabulary to bolster students' confidence and proficiency in the language. Furthermore, students are encouraged to pursue personal projects that link their understanding of the ancient world with their own interests. Upon completion, students will be recommended for either Latin IV Honors or Latin V based on their proficiency and performance, paving the way for their continued growth and exploration in Latin studies.

HONORS LATIN IV

Grades 11-12

Prerequisites: A- or higher in Latin III and department chair approval

This course offers advanced students the opportunity to enhance their proficiency in Latin by reading and analyzing selections from Books I, IV, V and VI of Caesar's Gallic War. Review and study of grammar and vocabulary is built into the textual study. Assessments are focused on the students' increasing ability to read, comprehend, analyze and translate seen and sight Latin passages. Further, students will develop their ability to write analytical essays demonstrating understanding of Latin from the authors read in class.

Themes explored include literature such as propaganda, Roman values, war and empire, leadership, views of non-Romans, and history and memory. This course prepares students for the AP course.

ADVANCED PLACEMENT LATIN

Grades 11-12

Prerequisites: B or higher in Honors Latin IV and department chair approval

This course provides an in-depth study of Vergil's Aeneid and a review of Caesar's De Bello Gallico in preparation for the Advanced Placement Exam in May. This class reads the Aeneid Books I, II, IV, and VI in the original Latin and incorporates a comprehensive review of Books I, IV, V and VI of Caesar's Gallic War. Students are exposed to more complex grammatical structures and literary devices while developing their critical thinking skills. Literal translations and analytical essays form the basis of assessment. The primary themes explored in the reading of these two authors include Roman values, war and empire, leadership, views of non-Romans, and history and memory.

AMERICAN SIGN LANGUAGE - BEGINNING I

Grades 9-12

Explore the world of silent communication through hands and facial expression. American Sign Language is a unique course that has all students starting with the same working English language-based proficiencies, which allows students to be integrated into non-verbal exchanges within the first week of class. This course introduces students to Deaf and deaf cultures, beginning with deaf names, fingerspelling, and numbers. Once students have the basics of letters and numbers, they move on to the five sign parameters: hand shape, palm orientation, location, movement, and facial expressions. Like all languages, students also learn parts of speech and sentence word order and types. Learning happens in a cultural context as students explore the history and physiology of deafness, including discrimination experienced by the hard of hearing. Upon completion of this course, students are ready for ASL - Beginning II. Note: this course is offered online through One Schoolhouse and does not meet the World Language requirement.

BUCKLEY ELECTIVES 2024–25

COMPUTER SCIENCE

AP Computer Science Principles* (Grades 9-12)
AP Computer Science A* (Grades 10-12)
Advanced Studies in App Development* (Grades 10-12)
Advanced Studies in Algorithms and Data Structures* (Grades 11-12)

DRAMA AND DANCE

Dance I
Dance II ◊
Dance III ◊
Global Hip Hop, Urban, and Social Dance
Theatre and Performance Foundations
Theater and Performance Lab* (Grades 11-12)
Improvisation Workshop & Performance
Costumes and Fashion Design I
Costumes and Fashion Design II

ENGLISH

Journalism I
Journalism II* (Grades 10-12)
Speech & Debate
Yearbook

FILM AND MEDIA

Filmmaking I
Filmmaking II*
Filmmaking III*
Filmmaking IV*

MATHEMATICS

Data Science*
Discrete Mathematics*
Applied Mathematics*
AP Statistics* (Grades 10-12)
Advanced Studies in Multivariable Calculus*

MUSIC

Chamber Orchestra
Concert Band
Concert Chorus
Music Composition, Production, and Technology I, II*, III*
AP Music Theory*◊ (Grades 10-12)

SCIENCE

Advanced Studies in Astrophysics and Astronomy* (Grades 11-12)
Advanced Studies in Scientific Research* (Grades 10-12)
Advanced Studies in Climate Change* (Grades 11-12)
Aerospace Engineering* (Grades 11-12)
AP Biology*◊ (Grades 11-12)
AP Environmental Science*◊ (Grades 11-12)
AP Physics C: Mechanics/Electricity & Magnetism*◊ (Grades 11-12)
AP Chemistry*◊ (Grade 11-12)

PHYSICAL EDUCATION

All-gender Physical Education
Mindful Movement
Strength & Conditioning (after school)

SOCIAL SCIENCES

Economics* (Grade 11-12)
Los Angeles: A Historical and Cultural Study (Grades 11-12)
Philosophy & Ethics (Grades 11-12)
Social Justice (Grades 10-12)
Social Psychology (Grades 11-12)
Sports and Society (Grades 11-12)
Advanced Studies in Art History
AP Macroeconomics* (Grade 11-12)
AP Psychology*◊ (Grades 11-12)
AP US Government & Politics* (Grade 12)

VISUAL ARTS

Ceramics I+
Ceramics II*+
Drawing & Painting I +
Drawing & Painting II*+
Graphic Design I +
Graphic Design II*+
Sculpture I +
Sculpture II +
Photography I+
Photography II*+
Advanced Studies: Art Portfolio* (Grades 11-12)
Advanced Studies: Senior Art Thesis*◊ (Grade 12)

WORLD LANGUAGES

Chinese IA, IB
Chinese II*
Chinese III*
Honors Chinese IV*◊
Chinese Language: Cinema* (Grades 10-12)
AP Chinese Language & Culture*◊ (Grades 10-12)

French IA, IB
French II*
French III*
Honors French IV *◊
French Language: Cinema* (Grades 10-12)
AP French Language & Culture*◊ (Grades 10-12)
Latin IA, IB

Latin II*
Latin III*
Honors Latin IV*◊
AP Latin*◊ (Grades 11-12)

Spanish I
Spanish II*
Spanish III / III Honors*◊
Honors Spanish IV*◊
Spanish Language: Pop Culture & Media* (Grades 10-12)
AP Spanish Language & Culture*◊ (Grades 10-12)

American Sign Language (offered through OneSchoolhouse)
This is an elective and does not fulfill world language requirement

LEGEND:

* Prerequisite
+ Course meets one half the amount of time of a typical course
◊ Requires departmental or instructor approval
Classes are open to Grades 9-12 unless otherwise specified

COLLEGE ACCEPTANCES/ MATRICULATIONS FOR 2020–2023

Typically, 100% of Buckley's graduating seniors are accepted to 4-year colleges and universities. Graduates from the classes of 2020, 2021, 2022, and 2023 were accepted by the following institutions and matriculated to those indicated.

Adelphi University	Drexel University °	The Ohio State University	University of Colorado, Boulder +^
Alaska Pacific University	Duke University *	Oregon State University	University of Colorado, Colorado Springs
American Musical & Dramatic Academy *	Durham University	Otis College of Art & Design	University of Connecticut
American University ^*	Eastern Michigan University	Oxford College of Emory University	University of Delaware
The American University of Paris °	Eckerd College	Pace University	University of Denver
Amherst College ^°	El Camino College +	Pennsylvania State University ^	University of Edinburgh
Arizona State University	Elon University ^	Pepperdine University +°	University of Florida
Art Center College of Design +	Embry Riddle Aeronautical University ^	Pitzer College +	University of Glasgow
Babson College +	Emerson College +*	Pomona College +°	University of Hartford
Bard College	Emory University ^	Pratt Institute °	University of Hawaii at Manoa *
Bard College Berlin	EU Business School - Barcelona	Princeton University	University of Houston
Barnard College ^**	Fairfield University *	Purdue University ^	University of Illinois at Chicago
Bates College	Fashion Institute of Design & Merchandising *	Queen's University	University of Illinois at Urbana-Champaign *
Baylor University	Fashion Institute of Technology	Quinnipiac University	University of Iowa
Belmont University	Fisher College	Reed College +^	University of Kansas
Bennington College ^	Florida State University	Rensselaer Polytechnic Institute ^	University of Kentucky
Berklee College of Music	Fordham University °	Rhode Island School of Design *	University of La Verne
Boston College	Franklin University Switzerland	Rhodes College	University of Maryland - College Park
Boston University +**	George Mason University	Rice University °	University of Maryland - Baltimore County
Bowie State University	The George Washington University	Richmond, The American International University in London °	University of Massachusetts Amherst
Bradley University	Georgia Institute of Technology	Rider University	University of Massachusetts Boston
Brandeis University +	Georgetown University **	Ringling College of Art & Design	University of Miami +°
Briarcliff University	Gettysburg College	Rochester Institute of Technology ^	University of Michigan +^**
Brigham Young University	Gonzaga University	Rose-Hulman Institute of Technology	University of Minnesota
Brown University °	Grinnell College +	Rutgers University (New Brunswick)	University of Mississippi
Brunel University London	Hamilton College	Saint Louis University, Madrid +	University of Missouri
Bryn Mawr College	Harvard University +°	San Diego State University °	University of Nevada
Bucknell University	Harvey Mudd College	San Francisco State University °	University of New Hampshire
Butler University	Haverford College	San Jose State University	University of Northern Colorado
California College of the Arts	Hawaii Pacific University ^	Santa Barbara City College **°	University of Oklahoma
California Institute of the Arts	High Point University	Santa Clara University	University of Oregon°
California Lutheran University ^	Howard University	Santa Monica College ^**	University of Pennsylvania *
Cal Poly Humboldt	Hult International Business School	Sarah Lawrence College *	University of Puget Sound
California Polytechnic State University, San Luis Obispo ^**	IE University +	Savannah College of Art & Design	University of Redlands
California State Polytechnic University, Pomona °	Illinois Institute of Technology	School of the Art Institute of Chicago	University of Rhode Island
Carleton College +*	Indiana State University	Scrpps College +°	University of Rochester
Carnegie Mellon University	Indiana University Bloomington *	Seattle University	University of San Diego *
Case Western Reserve University +	Indiana University-Purdue U Indianapolis *	Skidmore College	University of San Francisco
Chapman University **°	Ithaca College °	Smith College°	University of South Carolina
Claremont McKenna College	John Cabot University	Sonoma State University	University of South Florida
Clark University	Johns Hopkins University	Southern Methodist University ^**°	University of Southern California +^**°
Clemson University	Kalamazoo College	Spelman College	University of St. Andrews ^°
Coe College	Kenyon College *	Stanford University +^*	The University of Tampa
Colby College °	King's College London	Stevens Institute of Technology +	The University of Texas at Dallas
Colgate University +*	Lawrence Technological University	Stonehill College ^	The University of Texas at Austin °
College of the Holy Cross	Lawrence University	Suffolk University	University of Toronto
Colorado College +^	Lehigh University	SUNY at Purchase College	University of Utah ^
Colorado State University (Fort Collins)	Lewis & Clark College +	Swarthmore College +	University of Vermont
Columbia College Chicago	LIM College	Syracuse University +^**°	University of Virginia
Columbia University *	Los Angeles Valley College *	Temple University	University of Washington +
Connecticut College	Louisiana State University	Texas A&M University	University of Wisconsin-Madison +^°
Cornell University +°	Loyola Marymount University +^**°	Texas Christian University ^°	Vanderbilt University +^**°
CSU Channel Islands	Loyola University Chicago	Thomas Jefferson University *	Vassar College **°
CSU Chico	Loyola University New Orleans °	Trinity College°	Virginia Polytechnic Institute & State University
CSU East Bay	Macalester College	Trinity College Dublin	Washington State University
CSU Fresno	Marist College	Tufts University *	Washington University in St Louis +^°
CSU Fullerton	Marymount Manhattan College	Tulane University +^**°	Wentworth Institute of Technology *
CSU Long Beach	Massachusetts Institute of Technology *	United States Naval Academy *	Wesleyan University ^*
CSU Los Angeles ^	McGill University ^	University College Dublin^	Westminster University
CSU Monterey Bay	Menlo College	UC Berkeley **°	Wheaton College (MA)
CSU Northridge*	Miami University	UC Davis **°	College of William and Mary ^
CSU Sacramento °	Michigan State University	UC Irvine **°	Whitman College°
CSU San Bernardino	Middlebury College	UC Los Angeles +^°	Whittier College
CSU San Marcos	Montana State University	UC Merced	Willamette University *
CSU Stanislaus	Mount Holyoke College	UC Riverside ^**°	Worcester Polytechnic Institute
Dakota State University	Muhlenberg College	UC San Diego +^	Yale University ^°
Dalhousie University	The New School-All Divisions +*	UC Santa Barbara ^**°	
Dartmouth College *	New York University +^**°	UC Santa Cruz +^*	
Denison University	NYU Shanghai *	University of Alabama °	
DePaul University	Northeastern University +^**°	University of Arizona	+ Class of 2020 matriculated
Dickinson College	Northern Arizona University	University of British Columbia	^ Class of 2021 matriculated
Drew University	Northwestern University	University of Chicago ^*	* Class of 2022 matriculated
	Oberlin College ^	University of Cincinnati	° Class of 2023 matriculated
	Occidental College ^*		



THE
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