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A C A D E M Y



**“KNOW WHO
YOU ARE
SO YOU CAN LEARN
WHO YOU ARE
TO BECOME.”**

~ Harry Belafonte

Hi! I'm Calvin.

A letter from Head of School, Calvin Foster

Greetings Families,

Education is more than preparation for the future—it is the discovery of who you are and the impact you are meant to have on the world. At Templeton Academy DC, this belief guides everything we do. In Washington DC, we often think about the allure of living in a place where history has been made, is being made, and can be made in the future.

What can sometimes be lost in that allure are all of the thoughts, ideas, perspectives, and beliefs that had to exist, coexist, and thrive to shape the history we experience. I have always wondered how this productive collection of unique, coexisting, and thriving perspectives would be feasible in modern society.

At Templeton Academy DC, I witness this collection. As a community, not only do we embrace and celebrate those qualities that make us all individually unique, but we strive to thrive in them. Our approach to Project-Based Learning includes an inclusive and anti-bias curriculum. Our experiential learning approach has our students use the city as a means for building bridges between our community and our academics (Fieldwork). Our focus on the pursuit of the student's WHY through Core Advisory allows students to constructively self-reflect and work on recognizing their role in their community and the world. Through these three lenses, we are creating a culture of Deeper Learning that supports students on their academic journeys of self-awareness, belonging, and purpose.

What makes this work possible is the extraordinary team of educators who support our students each day. They are teachers, mentors, and guides—passionate professionals who bring expertise, compassion, and vision into every class and every lesson. With their guidance, students build confidence, discover their voices, and learn how to navigate a complex world with empathy and resilience.

It is my absolute honor and privilege to have the opportunity to work with this exceptionally passionate group of colleagues, families, and students, as we come together to collectively create and travel toward a better future – for each other and the country.



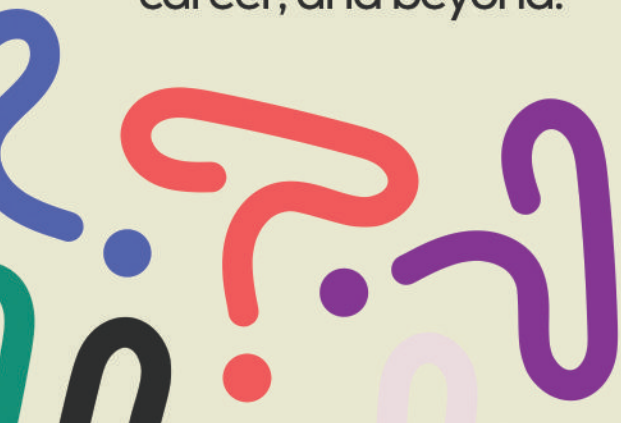
So, what's up with schools these days?

The Challenge

Too many schools still rely on outdated models that prioritize memorization over mastery and standardization over individuality. As a result, students are left unprepared for the dynamic, interconnected world of the 21st century.

Our Solution

Templeton Academy reimagines education through personalized, project-based learning that builds critical thinking, creativity, and real-world problem-solving skills. With small class sizes, emphasis on social-emotional development, and the city as our classroom, we empower students to lead lives of purpose and impact in college, career, and beyond.



OUR THREE PILLARS

The Templeton Difference

Core Advisory

At Templeton, every student has a trusted mentor and is a part of an advisory group. Core Advisory exists because education is about more than academics—it's about identity, purpose, and belonging. Through individual and collaborative activities, students engage in a curriculum designed to challenge them to build the personal and interpersonal skills necessary to live purposeful, joyful lives.

Project-Based Learning

We use Project-Based Learning because the world demands more than memorization. Students tackle authentic, rigorous challenges that require research, collaboration, and creative problem-solving. This hands-on approach shifts the focus from “what you know” to “what you can do with what you know,” equipping students with the skills to lead in a complex, ever-changing world.

Fieldwork

Learning doesn't stop at the classroom door—which is why Templeton students engage in weekly Fieldwork. Using the city as a classroom, Templeton students learn from professionals and institutions, apply knowledge in real contexts, and make connections between school subjects and the broader world. These experiences, including internships and assistantships, spark curiosity, build confidence, and foster a sense of responsibility to the world around them.

At Templeton Academy, we are committed to cultivating a dynamic and thriving environment where students from diverse backgrounds can flourish. Our values are not simply words on a page, but authentically guide our approach to teaching and learning, our interactions in the classroom, and our engagement with the community.

Ultimately, with a focus on purpose, reflection, and growth, we seek to nurture well-rounded individuals who approach the world with kindness of heart, curiosity of mind, and resilience of spirit.

Our Values



Core Values

Foster an inclusive community

At Templeton Academy, every student is valued and embraced for their unique identity. Our commitment to inclusivity means we welcome different perspectives and experiences, creating a rich community where diverse voices are heard, respected, and uplifted. Throughout our curriculum, students explore the challenges and contributions of historically marginalized communities, examining their resilience and impact on the world. We believe that diversity in our community strengthens us and enriches the learning experience for all.

Encourage diversity of thought

Students explore and challenge different viewpoints, cultivating intellectual curiosity, and broadening their understanding of the world. Our curriculum emphasizes the importance of critical thinking; students not only absorb information but also question, analyze, and synthesize it in meaningful ways. We promote an environment where open debate, intellectual curiosity, and respectful discourse are the foundation for learning.

Apply knowledge with purpose

Our three program pillars of Core Advisory, Project-Based Learning, and Fieldwork are intentionally designed to promote depth of understanding, emphasizing critical thinking, and cross-curricular connections over rote memorization. Our students are not simply prepared to take a test but develop the tools to connect foundational content and innovative problem-solving for real-world challenges.

Challenge the norm

At Templeton Academy, we are deeply committed to reimagining the traditional approaches to learning to provide students agency in their education journey. We evaluate and evolve our methods to ensure we are continually improving to meet the needs of an ever-changing world.

**In embracing these values,
Templeton Academy prepares
students not just for academic
success, but to think for themselves,
thrive with those who think
differently, and work together to
come up with new solutions that
move the world forward.**



At Templeton, learning comes alive through meaningful projects that challenge students to think critically, collaborate creatively, and apply their knowledge in real-world contexts. Whether through Core Advisory, Project-Based Learning, or Fieldwork, students tackle hands-on experiences that connect their interests and strengths to tangible outcomes. Here are just a few examples of the kinds of projects that spark curiosity, build skills, and empower students to make an impact.



EXAMPLE 1

Course: Middle School Humanities

Project name: Roman Forum Project

Project Overview

In this cross-curricular Humanities and STEM project, volunteer architects worked with students to create a scale model of the Roman Forum. Students learned basic principles of architectural design and engineering as they worked in teams to create the scale model. Students learned to identify Roman architectural influences in buildings near school, in conjunction with learning about the geography, achievements, leaders, and legacies of ancient Rome.

Teacher Reflection

This was our first collaboration with the District Architecture Center. This project was truly cross-curricular, as it drew heavily on math and engineering. Students were highly engaged as they worked to measure, cut, and assemble the structures.

- Ms. Rizzo

Student Reflection

I liked creating the model because we were engaging with others and showing off our art and creativity skills. What was most challenging for me was cutting because when we made it too short we had to restart. The cutting had to be perfect. - H. F.

I mostly enjoyed making the flag, sketching, measuring, and working with my team. The most challenging part, in my opinion, was the collaboration because we all had different personalities and had to adapt. - L. B.

EXAMPLE 2

Course: Government & Statistics

Project name: The Take Action Project

Project Overview

How can we apply an understanding of governmental institutions and processes to make positive changes in our communities? In groups, students identified, researched, and engaged with civic issues facing our communities, ultimately doing something to try to make things better.

Teacher Reflection

The Take Action project is the culmination of TADC students' social studies learning. This was my first year incorporating statistics, which added an additional dimension to students' analysis of civic issues. Through letters, community meetings, and a visit to a Congressional office, they advocated for issues they care about. I'm proud of them!

- Mr. Jones

Student Reflection

I learned that taking action on a problem in our community can be as simple as a letter.

- C. G.

It was a good final project because it got students to actually try and change something in history rather than just sit around and witness it.

- N. M.



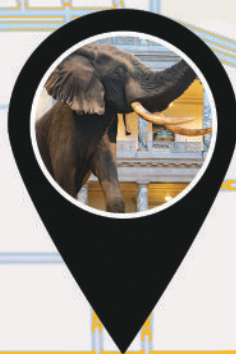
Washington Monument

Students in Chemistry went to the top of the Washington Monument to think about how monuments and buildings are protected from lightning. We also enjoyed the view at the top!



National Museum of Natural History

Students in Middle School Math and Pre-Algebra went to the NASA Information Center exhibit at the Museum of Natural History to explore how professional scientists communicate their data to the public and how that compares to the math they're learning in class.



At Templeton, the city itself becomes a living classroom.

Our Fieldwork program takes students beyond our school walls to explore museums, businesses, government agencies, and community institutions, seeing their learning in action.

Discover the rich variety of sites our students visit and the real-world experiences that bring their studies to life.

United States Capitol

Students in Government & Statistics toured the Capitol to discuss how, and how well, the architecture and symbolism of the seat of our government reflect our current and historical lived experiences.



At Templeton, we believe young people should graduate with both a strong foundation of skills and knowledge, and a deep understanding of who they are and what they want to achieve. Our courses are designed to cultivate curiosity, creativity, and purpose—preparing students for the challenges and opportunities that lie ahead.

Self-Discovery and Purpose

These courses help students explore who they are, uncover their passions, and develop the skills to pursue their goals:

Core Advisory:

The heart of the Templeton experience. Through reflection, group discussion, and one-on-one mentorship, students develop self-awareness, purpose, and the tools to make meaningful choices.

Internships & Assistantships:

An 11th and 12th grade requirement that gives students professional experience, helps them explore pathways for their futures, and allows them to make connections between school subjects and the broader world.

Capstone:

A senior-year, independent project where students apply research, writing, and presentation skills to a topic that reflects their passions and purposeful pathway.

Wellness & Arts:

Courses that nurture creativity, balance, and lifelong appreciation of the arts and wellness practices, helping students thrive academically and personally.



Foundational Skills and Knowledge

These courses help students build the core competencies that guide learning across disciplines and throughout life:

Deep Dives

Engaging, project-based explorations in humanities and science. Students take two Deep Dive per semester, for a total of four per year in grades 9 and 10. Over two years, they complete eight courses—balancing humanities and science—while following their personal interests.

Advanced Courses

Semester-long, project-based courses designed to challenge and inspire. Students select courses aligned with college and career interests, completing at least four across grades 11 and 12, alongside peers who share their curiosity and drive.

Writing Intensives & Book Groups

Courses that strengthen writing and foster a lifelong love of reading, taken in grades 11 & 12.

World Language

Courses that build communication skills and cultural understanding in a language other than English.

Math

Middle and high school-level numeracy courses, required through Algebra II, providing the quantitative skills students need for future study and life.

Middle School Cross-Curricular Courses

Project-based cross curricular Humanities and STEM courses designed to engage and gain a deeper understanding of literature, history, and STEM.

