



**2019-2020**

**Upper School Curriculum Guide**

## **Mission Statement**

Abington Friends School, founded in 1697 under the care of Abington Monthly Meeting of the Religious Society of Friends (Quakers), educates students by integrating:

- Friends' principles, practices and testimonies;
- intellectual excellence, tied to strength of character and personal talents; and
- moral, physical, emotional, social and spiritual well-being.

## **Statement of Philosophy**

Abington Friends School, a coeducational, college-preparatory day school, serves students from preschool through grade 12 by providing a strong academic foundation for advanced study. Teaching is rooted in Quaker beliefs, combining reflection with action and balancing the needs of individuals with those of community. The School holds scholarship, integrity, simplicity and diversity at its core.

The precepts and practices of Friends give definition to the daily life of the School and affirm the belief that there is “that of God” to respect and answer in every individual. Weekly Meeting for Worship, the central spiritual experience of the community, offers time for silent reflection and thoughtful sharing. Quaker values promote individual and collaborative work toward such ends as environmental stewardship, social justice and the peaceful resolution of conflict.

Students meet challenging academic expectations by uniting personal strengths and varied talents with vision, imagination and well-disciplined effort. Interdisciplinary, multicultural and aesthetic studies spark innate curiosity and the joy of learning that are fundamental to long-term growth. Emphasizing social responsibility and the life of the mind, the School prepares students to become independent leaders who voice and act upon strongly held beliefs.

Abington Friends School, drawing on three centuries of history, expects to instill in each student a lifelong love of learning, personal integrity and commitment to self, family and the service of others.

### ***The Upper School Curriculum Committee***

The Curriculum Guide was created and approved by the Upper School Curriculum Committee. The Committee, which consists of the Upper School Director, the Department Chairs, the Director of College Guidance, the Director of School Libraries, the Director of Technology, the Assistant Head for Equity and Inclusion, and the Middle School Director, is responsible for discussing, reviewing and updating the Upper School curriculum to ensure that it reflects the mission of the School. Any exception to or change in the Upper School curriculum or academic policy must be approved by the Upper School Curriculum Committee.

## CONTENTS

INTRODUCTION	4
ACADEMIC POLICIES & PROCEDURES	4
WILF LEARNING RESOURCE CENTER	10
MINIMUM DEPARTMENTAL DISTRIBUTION REQUIREMENTS	12
TYPICAL PROGRAM SEQUENCE FOR CORE ACADEMIC SUBJECTS	13
ACADEMIC DEPARTMENTS & COURSE OFFERINGS	15
LIBRARY PROGRAM	15
TECHNOLOGY & EDUCATION	15
ENGLISH	16
HISTORY	20
MATHEMATICS	28
MODERN LANGUAGES	32
SCIENCE	36
VISUAL AND PERFORMING ARTS	40
NON-DEPARTMENTAL COURSE OFFERINGS	46
COMPUTER SCIENCE	47
HEALTH, WELLNESS & PHYSICAL EDUCATION	49
QUAKERISM	53
SENIOR CAPSTONE	53

## **INTRODUCTION**

The AFS Upper School program is designed to assist students in becoming multidimensional and balanced learners, who are academically prepared to meet the intellectual and social/emotional demands of college and to become leaders beyond their formal school years. The 9-12 program of study includes a strong base of required courses, as well as electives that provide students with opportunities to explore their interests and to develop their talents. Highly qualified and committed faculty present rigorous content in a classroom atmosphere based on experiential and collaborative learning in which interaction between teacher and students forms the basis for student learning and achievement. Community service, athletic competition, student activities, experiences in the visual and performing arts, regular student-advisor meetings and weekly Meeting for Worship round out the Upper School experience. Students also learn to responsibly use current technology, develop a multi-perspective worldview and actively participate in the Quaker decision-making process. The four-year advisory program supports and challenges students to become independent, innovative and continuous learners and to be thoughtful and considerate community members.

AFS graduates matriculate into four-year colleges at a rate of more than 99%. The Director and Associate Director of College Guidance oversee the college application process. College admissions requirements play a significant role in US curriculum planning.

## **ACADEMIC POLICIES AND PROCEDURES**

### ***Course Sign-Up and Placement***

Teachers, the Directors of Studies, the Director of College Guidance and Department Chairs discuss appropriate course placement with their students. Students complete a course-request form and review it with their advisors and parents during Spring Conference Day. Every attempt is made to accommodate student course requests. Some requests may not be able to be honored due to schedule constraints. Students new to the school begin this process once they have been enrolled.

All students new to AFS are required to take a placement test for Languages and Mathematics created by those departments in order to determine which courses best match student skills and proficiency in each academic discipline. Additionally, any new student who wants to be placed in honors courses in other subjects may need to take a placement test.

### ***Course Change Procedures (Drop/Add)***

Schedules given to students in the fall are assumed to be accurate for both semesters. Any student who wishes to make a course change must pick up a Course Change form at the College Guidance office. Students have five days at the start of the first semester to complete and return Course Change forms for first semester or full year classes. Second semester schedules will be distributed prior to midterm exams and Course Change forms for second semester classes must be completed and returned within two days of the start of the second semester. Course changes are subject to the availability of the courses requested. Changes in a senior's second semester program will be reported to colleges where that student has applied or been accepted.

### ***Withdrawal***

Students who desire to withdraw from a course after the course change deadline may petition the Director of Studies who, in consultation with the Upper School Director and the appropriate Department Chair, will determine if the student may withdraw. Course withdrawal forms are available in the Upper School office. This change will be noted on the school transcript as W. Students are required to maintain a schedule of five courses each semester, with at least four in the core academic subjects so it is important to make certain that withdrawing from a course does not leave a student with an inadequate academic load.

### ***Fall Semester Exam***

In the final week of the **fall** semester, comprehensive two-hour exams are administered. A special schedule is distributed in advance for the time and location of these exams. Due to the nature or content of some courses, an alternative type of assessment (e.g. project, performance, or oral presentation) may be given in lieu of a final exam. The exam grade is included separately on grade reports and represents 10-20 percent of the semester grade. Students may not be excused from exams for any reason except illness or family emergency.

### ***ExTerm***

ExTerm is an alternative learning term held during the last two weeks of the spring semester for all students grades 9-11. The ExTerm program offers an experiential, immersive, and interdisciplinary approach to teaching and learning that provides deep engagement with ideas, resources and people. Faculty and students will work together over the course of two weeks to discover passions, explore opportunities and connect with the larger community. Students will sign-up for one ExTerm class and will earn a pass/fail grade for their work. Three successfully completed ExTerm courses are a graduation requirement.

### ***Independent Study***

Students whose interest or abilities exceed our regular course offerings may petition to pursue an independent course for credit. The proposed course must meet the following requirements:

- It must be a sixth course, not one of the five required.
- It must be outside the regular curriculum.
- The type-written proposal and accompanying signature form must be completed and submitted to the Director of Studies by November 30 for the spring semester and by May 31 for the fall semester.

If approved, the course will appear on the student's transcript with comments and grades given at the same intervals as other courses. Approval for an independent study is granted by the Director of Studies and in consultation with the appropriate Department Chair and Upper School Director.

### ***Academic Credit and Class Attendance Policy***

Since, as stated in the Introduction to the Upper School Curriculum Guide, the AFS academic program "...is based on experiential and collaborative learning in which interaction between teacher and students forms the basis for student achievement," consistent attendance in all classes is

essential to students' academic progress at AFS. When a student misses eight meetings of a class or is absent for eight days of school in one semester, the Grade Dean will contact the family to discuss concerns about the student's attendance. If the absences are not related to a serious medical or psychiatric situation and they continue to occur after that conversation, the Grade Dean and Dean of Students will meet with the family and will make a recommendation to the Director of the Upper School regarding the student's continued enrollment at AFS.

In the case of an extended absence due to an injury, illness, or acute mental-health episode, the Director of Student Support will meet with the student's family, the advisor, and relevant members of the Student Support Team to discuss next steps. Decisions made in this meeting are guided by the advice shared by the outside medical/mental health professionals working with the student in writing or a phone call with the appropriate member of the Student Support Team. In most cases, temporary accommodations can be made with teachers (and with the help of privately contracted outside tutors if necessary) to help the student make up missed work and assessments in order to return to school and complete the marking period once the student's health has improved. However, if the student is unable to attend school for more than two weeks, the Dean of Students will meet with the family and decide on a long-term plan based on the "Special Guidelines for Long-Term Absences" included in the appendix to the Family Handbook, which may include the granting of Medical Leave or Medical Withdrawal.

### ***Grades, Comments, and Transcripts***

At the mid-semester, grades and comments for each course, along with a record of attendance, are made available electronically. Those mid-semester grades are an indicator that represents the coursework that has been completed at that point in the semester. The semester grade is a cumulative grade for all of the course work that is completed in that semester. Fall semester grades are calculated from the coursework average (80%) and the exam grade (20%), while the spring semester is determined just by coursework. In year-long courses, the two semester grades are independent from one another. The final grade for year-long courses is the average of the two semesters. The official school transcript includes a year-end grade for each course and the cumulative grade point average.

Only grades earned in courses taken at Abington Friends School are included in the calculation of the grade point average. Students who transfer into AFS will have transcripts from their previous institution included in their college admissions process. Except in situations where students transfer into Abington Friends School or where remedial work must be completed, courses taken at other institutions will not satisfy AFS graduation requirements. Transcripts from additional enrichment programs or courses completed at other institutions may be attached to the AFS transcript at the student's request.

### ***Grade Point Calculations***

Abington Friends School calculates a student's Grade Point Average (GPA) based on grades earned in English, history, language, math, philosophy, science, Java I, Java II and arts. A 4.0 scale is used for regular courses while Honors and Advanced Placement courses are weighted on a 5.0 scale. The School does not rank students. Grades from Health, Physical Education, and 10th Grade Seminar are not included in the calculation of a student's GPA.

The following explains the marking system and grade point calculations:

Percentage	Numerical Letter	Regular GPA	Honors/AP GPA	Explanation
93-100	A	4.00	5.00	Advanced achievement and quality
90-92	A-	3.70	4.63	
87-89	B+	3.30	4.13	
83-86	B	3.00	3.75	Highly competent work
80-82	B-	2.70	3.38	
77-79	C+	2.30	2.87	Meets requirements
73-76	C	2.00	2.50	Barely meets basic requirements, needs careful monitoring
70-72	C-	1.70	2.13	Barely meets basic requirements, does not meet Languages Department standard for continued study.
67-69	D+	1.30	1.63	
63-66	D	1.00	1.25	
60-62	D-	0.70	0.88	Unsatisfactory but passing; insufficient preparation for further work in the subject area.
Below 60	F	0.00	0.00	Failure (no credit)
	W			Withdrawn from course (no credit)
	INC			Incomplete (temporarily no credit)

### ***Pass/Fail Option***

If deemed necessary and appropriate, it may be recommended by the Director of Studies, the Upper School Director and the corresponding Department Chair that a student take one course on a Pass/Fail basis.

### ***Audit Option***

With the approval of the Director of Studies and the appropriate Department Chair, a student may audit a course. This option gives students the opportunity to initially or more deeply explore individual interests and talents. Like an independent study, this must be a sixth course, not one of the five required courses. An audited course will appear on the student's transcript along with a note that clarifies the arrangement.

### ***Grade of Incomplete***

When there is outstanding coursework at the end of the marking period, students will receive a zero, and that zero will be factored into the grade. Any extension of a deadline must be approved by the Director of Student Support and the Upper School Director. If an extension is granted, the student will receive a grade of Incomplete (INC) and the comment will explain the work that remains unfinished as well as providing an approximate grade range. All major assignments must be completed for students to receive credit for the course.

### ***Late or Unsatisfactory Work***

In order to promote acceptable standards of academic performance, students must submit all work on time. Late penalties of five percent (5%) per school day will be applied to the assignment's grade. After absences, students must see their teachers immediately to create a specific plan to make up assignments and assessments; students have two days to make up work or to take assessments, when they have been absent for one day.

In instances where students submit inadequate work, academic departments have guidelines to ensure that students work towards reaching a minimum level of achievement. The result is that, outside of plagiarism, no student can earn lower than 50% on a major assessment that is completed. Major assessments include tests and papers, not quizzes or daily homework problems/exercises. In addition, students must complete all major assessments to receive credit for the course. Teachers will create and implement a plan in instances where students do not meet deadlines and/or do not complete work to an acceptable standard.

### ***Academic Probation***

Students with two grades of D+ or below at the end of a semester are automatically reviewed by the faculty and may be placed on academic probation for further monitoring. Students on academic probation are assigned to structured study in their free periods. Parents will be informed of the expectations for the student's further enrollment and/or release from probationary status, and the Student Support Team will meet with the family to explore possible solutions to the academic difficulty. Persistent academic difficulties may result in a student being asked to leave the school.



### ***Multiple Assessments***

Students who feel overwhelmed with the number of assessments in one day for which they must prepare have an option. In most cases, students are not required to take more than two announced major assessments scheduled on a given day. Immediately after the third one is announced, it is the student's responsibility to notify teachers of the conflict, and to work with the teachers to arrange an alternate testing time for one of the assessments. If a student fails to make the teachers aware of the conflict in advance, the student may be required to take all scheduled assessments.

### ***Homework***

Homework is given in all academic courses. The purpose of homework is to prepare students for class by adding to their knowledge in a particular subject, practicing skills they have learned and/or applying information they have studied. In addition, homework serves as a means for teachers to measure students' mastery level of the concepts or skills discussed in class. Homework assignments generally take 30-40 minutes, although the amount of time it takes an individual student to complete any given assignment varies. Teachers are expected to post homework on Google Classroom no later than 6:00 p.m. on the evening before it is due, and for homework due on Monday, teachers are expected to post no later than Friday by 6:00 p.m. Students are encouraged to develop their time-management skills, using free levels and other times during the school day to work on their assignments. Students must work on homework assignments alone unless instructed otherwise by their teacher. All work submitted by students must reflect their own words and ideas.

### ***Policy on Academic Support***

In order to provide assistance to our students, AFS employs a Learning Specialist, Counselor and Consulting Psychologist. These professionals work together to support all of our students. Additionally, these professionals are available to work with students needing support. Academic accommodations the school can provide are limited, and may not cause an undue hardship to the school's existing resources. If the level of support a student needs to succeed in our program is greater than our resources, we will encourage that student's family to seek private tutoring, counseling or other support services for their child. Our faculty are available to coordinate with private specialists and each student's family to make outside work meaningful to our curriculum.

The Student Support Team (SST) meets weekly to review students' needs and progress. This team consists of the Director of Student Support, Consulting Psychologist, School Counselor and Learning Specialist. When appropriate, other faculty and staff are invited to these meetings. Families will be invited to meet when:

- Planning involves coordination between home and school.
- Family request a meeting with SST.
- Psychoeducational Testing has been completed.

If supports and accommodations continue to result in a lack of academic/behavioral progress, the SST in consultation with the Upper School Director or the Head of School meet with the child's parents to discuss educational options other than Abington Friends School. If the School determines that Abington Friends School is not an appropriate placement for the child, the School will work with the child's family to explore alternate appropriate placements whenever reasonably possible.

### ***Jane Frieder Wilf and Mark Wilf Learning Resource Center***

The Learning Resource Center provides:

- Assistance to Middle and Upper School students as they build their repertoire of skills.
- “Work Smarter Workshops” to every 9th grade student. These workshops teach students:
  - Skills needed for high school success.
  - Note-taking and memory skills.
  - How to plan and organize materials.
  - Study skills.
- Small-group instruction and individual consultations by appointment or on a drop-in basis for all Upper School students.
- A student-directed, peer-tutoring program in which students can train to become tutors, take on leadership roles and/or receive tutorial help.
- Individualized curriculum to support each English Language Learner (ELL) student’s success in the regular AFS curriculum. Students have the opportunity to meet weekly for individual and/or small-group work.
- Writing Support two days a week. Students can sign up or drop in for help with writing assignments in all subjects. The writing staff is also available to work within classes as needed. Individual and small-group help is available.
- Review when students have been evaluated for specialized learning difficulties. The Director reviews the evaluation with the Student Support Team and creates a Formal Education Plan. The Director also communicates with teachers and families through this process.

### ***Extra Help and Paid Tutoring***

Students with academic concerns or problems are encouraged to meet individually with their teachers and to make use of the resources available at the Learning Resource Center. When a student’s needs exceed what extra help can provide, families are encouraged to seek outside professionals to work with the student. Families may arrange for tutoring to take place on campus during the school day, if desired. However, the tutor must have all necessary clearances on file with the school. If a student is working with a private tutor, it is assumed that the tutor will establish and maintain contact with the teacher(s) on whose class(es) the tutor’s efforts are focused. Advisors also should be made aware of all tutoring arrangements. Please refer to the Family Handbook for the fully articulated Tutoring and Extra Help Policy.

### ***Extended Time Testing or Special Testing Conditions***

Special conditions for test-taking and other accommodations associated with learning in the classroom will be provided to students who have the appropriate documentation on record at school. We ask parents to notify the school of such conditions at the beginning of the year. Parents and the advisor should meet to review the relevant areas of support requested. When new psychoeducational testing is submitted, the Advisor and Learning Specialist will meet with the

student to provide an overview of the accommodations covered in the Formal Education Plan (FEP). In general, extended time for tests at AFS is defined as time-and-a-half. Information about extended time for national standardized testing is available through the Learning Resource Center.

### ***Short-Term Study Support***

At the end of each quarter, the grade dean and team of advisors for each grade, in consultation with the Director of the Learning Resource Center and the Dean of Students, will assess the performance of the students in their grade to determine whether individual students are in need of additional support. Students identified as needing this study support then have a meeting with their advisor to look at how they are spending their free periods and what, if any, obstacles exist to doing higher-quality work. Working together, the advisor and student come up with an individualized study-support plan, which may include spending certain free periods doing work in the library, getting extra help in the Learning Resource Center, meeting with teachers or checking in with the advisor. Advisors will monitor the progress of the new study plan and make modifications.

### ***Academic Course Load Policy***

The AFS Upper School program is a four-year program (8 semesters) in which all students are expected to pass the equivalent of at least five courses each semester, with at least four core academic courses (English, history, language, math, science, philosophy, Java I, Java II and advanced art). In addition, each student must complete three arts courses over the course of their four years in Upper School. Students must earn a grade of D- or better in each academic course, arts course and 10 Seminar and a passing grade in 9th & 12th health, and physical education.

Students are encouraged to enroll in the most rigorous college-preparatory program they can successfully manage. Directors of Studies, department chairs, college counselors and advisors all help select courses appropriate to each student's college and career goals. Those who plan to apply to selective colleges and universities should accordingly enroll in coursework beyond the minimum requirements. Once students have begun to meet their graduation requirements in various disciplines, they can schedule more than one course per discipline. This occurs most often for students in their junior and senior years.

Students enrolled in more than five core academic courses are considered to be carrying an academic overload. All requests for an academic overload or deviations from established graduation requirements must be presented to the Directors of Studies and Upper School Director for approval.

**Minimum Departmental Distribution Requirements:**

<i>DISCIPLINE</i>	<i>REQUIREMENT(S)</i>
English	4 years
History	3 years
Mathematics	3 years
Modern Languages	Through Level III in the same language
Science	3 years of lab science (physics, chemistry, biology)
Visual and Performing Arts	3 courses
Health Education	In 9th & 12th grades
Physical Education/Athletics	See RooPAC designation list for 2019-20
10th Grade Seminar	In 10th grade

Typical Course Sequence for 9th-12th Grades

9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE	ENGLISH	HISTORY	MATH	LANGUAGE	SCIENCE	ARTS
English 9 or 9 Honors: Introduction to Literature and Writing Skills	English 10 or 10 Honors: Themes in World Literature	English 11: American Voices (with AP option)	Senior writing (fall sem) Senior English Electives (spring sem)						
History I or I Honors: Industrialization and the Modern World	History II or II Honors: The 20 Century: Global Acceleration	History Electives (may be taken in 11th or 12th grade) AP US History (may be taken in 11th or 12th grade)							
Algebra I	Geometry or Geometry Honors	Algebra II or II Honors	Precalculus, Precalculus Honors, or Trigonometry and Advanced Topics						
Geometry or Geometry Honors	Algebra II or II Honors	Precalculus, Precalculus Honors, or Trigonometry and Advanced Topics	Intro Calculus or AP Calculus AB						
Algebra II or II Honors	Precalculus or Precalculus Honors	AP Calculus AB	AP Calculus BC						
French or Spanish I, II, or II Honors	French or Spanish II, II Honors, III, or III Honors	French or Spanish III, III Honors, IV Honors or Conversation and Culture	French or Spanish IV Honors, V Honors (with AP option) or Conversation and Culture						
Physics A or G (based on math placement)	Chemistry or Chemistry Honors	Biology or Biology Honors (with option to add Advanced Chemistry or Science Electives)	Advanced Biology, Advanced Chemistry, Advanced Physics (all with AP option) or Science Electives						
Students are required to take at least three arts courses in the four years of study at the Upper School. Many students are encouraged to pursue advanced coursework in the arts and many continue well beyond the minimum requirement.									

**Daily Schedule and Passing Times**

The Upper School daily schedule is created by hand each year in order to provide the maximum number of opportunities for students to take the courses they request and for which they are recommended. The Upper School daily schedule is a rotating schedule with the following features:

- All regular academic courses meet four times a week in a variety of short and long periods
- All music courses meet during Music Block four times a week.
- Morning break time for students every day except Friday.
- Daily morning assemblies, a Meeting For Worship on Wednesday, an Advisory meeting every Wednesday, and an assembly/activities block on Friday.

The Upper School Schedule shown below is as an **EXAMPLE ONLY**. Please note that the 2019-20 schedule will not follow the same pattern.

<b>A WEEK</b>					<b>B WEEK</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8:00	Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly		Morning Assembly	Morning Assembly	Morning Assembly	Morning Assembly	
8:15	4	5	7	3	MB	2	6	5	1	MB
9:00	3	6	2	7	1	4	2	7	4	5
10:10	Break	Break	Break	Break	3	Break	Break	Break	Break	3
10:25	2	3	6	4		6	7	1	3	
11:10	7	2	MFW	1	2	5	4	MFW	5	7
11:55	MB	MB	Advisory	MB	Assembly/Activities	MB	MB	Advisory	MB	Assembly/Activities
12:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:15	5	1	4	5	6	7	3	6	2	1
2:25	1	7	5	6	4	3	1	4	6	2
3:10										

MB - Music Block  
MFW - Meeting For Worship

## **ACADEMIC DEPARTMENTS & COURSE OFFERINGS**

### **LIBRARY PROGRAM**

The Library Program at Abington Friends School supports the curriculum, promotes scholarship on the part of both students and teachers, fosters the love of reading, promotes the ethical use of information and teaches the skills necessary to conduct research using print and digital resources. These goals will be met within the context of projects and assignments from all of the subject areas. Teachers and the librarian will introduce students to a planned series of activities that develop the use of varied and increasingly complex materials and research methods over the span of 9th through 12th grades. Through research projects in their academic courses, students will learn search strategies for locating information in print and electronic media; evaluation of the relevance and reliability of information; use of primary and secondary sources and the ethical use of information.

The collection in the Faulkner Library is developed to support subjects taught in all courses, topics that are likely term-paper assignments, as well as independent reading and research through a wide spectrum of fiction and nonfiction materials. In addition to these broad aims, there is a special focus on acquiring information and books on Quakerism and on fulfilling the needs of our diverse community.

### **TECHNOLOGY & EDUCATION**

Collaboration, communication, content creation and media literacy are cornerstones of a modern education. In our resource rich world, schools have a responsibility to model powerful 21st-century learning.

At Abington Friends School we embrace new and exciting possibilities fueled by technology, while also maintaining our rich history of intentional, reflective learning. As a community we discuss a balanced approach to using technology for learning, socializing and connecting with people and ideas. We help adults and children manage their time and engagement with devices and with each other.

Building on many years of best practice and thoughtful tech implementation, AFS has introduced a 1:1 laptop program for our 7th and 8th graders and Upper School students. We find this model to be the most effective in creating a culture of teaching and learning, giving students (and teachers) the tools to connect, collaborate and share with a global community of learners. Most importantly, it shifts the ownership of the learning back to the learner.

With the launch of two new makerspaces and the growing success of STEM classes and clubs, AFS continues to create opportunities for our entire community to discover passions, explore the world and create learning networks that will last a lifetime.

As a school that embraces technology and access, we are always conscious of finding a balance around technology use. We all have access to great resources and tools, but conversation, reflection and connecting to the physical community continue to be important aspects of the AFS experience.

## **ENGLISH**

The Upper School English program teaches critical thinking, clear written expression, focused reading of a wide range of literature and effective speaking and listening skills. Readings are selected to meet the developmental needs of students and to provide them with a broad background in both classic and contemporary literature, beginning with a 9th grade course organized by literary genre. In keeping with the school's mission, selected readings are intentionally diverse; students examine and respond to literature with an eye to developing empathy for lives that may be very different from theirs. All classes explore selected works through writing, group discussion and other class activities. As they move through the four-year program, students learn to understand and analyze increasingly complex texts and to communicate about literary elements that go beyond plot and character.

Writing is taught as a process of thinking and of creating meaning. The 9th grade year sets the foundation and expectations for the AFS writing program. At each grade level, class time is devoted to the development of skills in each area of the writing process: prewriting, drafting, revising, editing and proofreading. Peer-review sessions and teacher-student conferences provide individual support and instruction. Students learn to write focused, organized and detailed essays in a variety of genres. As students move through the program, they are expected to write longer and more complicated essays, demonstrating sophistication in style and command of writing conventions. Assignments include personal and persuasive essays, creative writing assignments and formal literary analysis. Vocabulary and grammar instruction arise within the context of each unit.

### **Honors Courses**

The English program prepares all students for the demands of college reading and writing. Honors courses give students the opportunity to work beyond the requirements of the regular curriculum. In honors courses, students can expect to do an intensive volume of reading in complex texts that are above grade level and to complete an extensive portfolio of writing assignments. Honors courses explore in more depth the social and historical contexts of each work, as well as the evolution of literary texts over time. Students are recommended for honors classes on the basis of their demonstrated work and level of independence in previous courses and are placed with the approval of the department after a process that involves opportunities for reading, discussion and writing at an honors level.

Students in 8th grade and students new to AFS who are interested in honors English classes are evaluated on the basis of their work in previous courses and are also required to write an essay on a topic to be decided by the Department. Present AFS Upper School students interested in Honors placement are invited to present a portfolio of current writing samples, participate in a discussion of a text and write a response to that text as part of the honors application process. The essays are evaluated by the entire department. Placement of all students is reviewed annually by the department. Maintaining competent honors level work is a requisite for remaining in honors classes.

### **COURSE OFFERINGS**

#### ***English 9: Introduction to Literature and Writing Skills***

In this course, students are introduced to the basic elements of poetry, fiction and drama. Readings in recent years have included a wide range of poetry, selected short stories, memoirs, novels and dramas, including *Lord of the Flies*, *Antigone*, *When the Emperor Was Divine*, and *Macbeth*. The



course focuses on helping students develop the necessary tools for reading in each genre: genre-specific vocabulary, close reading skills and an understanding of the act of literary interpretation. Using a process-writing approach, students practice skills for writing both personal and analytical essays in response to literary works. They work intensively on each stage of the writing process and learn to develop fluency at the sentence, paragraph and essay levels. During the editing and proofreading stages, specific attention is given to grammar, punctuation and usage.

### ***Honors English 9: Introduction to Literature and Writing Skills***

The honors section exposes students to the major genres of literature. Students engage in close reading of a wide range of texts and work at mastering the writing skills needed for sophisticated writing assignments. Using a process-writing approach, students practice skills for writing both personal and analytical essays in response to literary works. They work intensively on each stage of the writing process and learn to develop fluency at the sentence, paragraph and essay levels. During the editing and proofreading stages, specific attention is given to grammar, punctuation and usage. They also do a range of creative writing, including a memoir and one-act play. The development of each literary form is also addressed. Readings in recent years have included those offered in the regular section and *Buddha in the Attic*, *Brave New World*.

### ***English 10: Themes in World Literature***

This course builds on the foundations of English 9 by exploring fiction, drama and poetry from Europe and around the world. Emphasis is placed on the further development of writing skills through increasingly complex essays. Readings have included *Othello*, *The Metamorphosis*, *Frankenstein*, *Master Harold...and the Boys*, *Persepolis*, and *Things Fall Apart*, as well as poetry and short stories by authors such as Joyce, Marquez, Chekhov, Gordimer, Idris, and Murikami.

### ***Honors English 10: Themes in World Literature***

The honors section builds on the foundations of Honors English 9 by exploring a variety of fiction, drama and poetry from around the world. The course explores the social and historical contexts of each work, as well as introducing several schools of critical literary theory. Close reading and critical analysis skills are emphasized. A wide range of writing assignments challenges students to analyze texts in a variety of ways with special attention placed on creating clear and logical arguments. A chronological approach creates a sense of the development of literature over a broad span of human experience. Readings in recent years have included some of those offered in the regular section plus *Wuthering Heights*, *Jane Eyre*, *Wide Sargasso Sea*, *On Beauty*, *Americanah*, *The Stranger* and *The Meursault Investigation* and poetry from diverse times and places.

### ***English 11: American Voices***

In this course, students are exposed to the rich diversity of American literature through a variety of genres. Works studied reflect different periods, regions, ethnic groups, economic classes and world views. Writing assignments range from analytical and personal essays to creative pieces, with particular emphasis on in-class writing assignments. Readings in recent years have included poetry by Dickinson and Whitman; essays by Emerson, Fuller and DuBois; poetry and fiction of the Harlem Renaissance; short stories by Poe, Chestnutt, Yeziarska, O'Brien and Lahiri; and longer works of fiction, such as *The Scarlet Letter*, *The Great Gatsby*, *Their Eyes Were Watching God*, *Death of a Salesman*, *Fences*, and *A Mercy*.

### ***Honors English 11: American Voices (Advanced Placement Option)***

The honors section demands significant reading and writing, with a strong focus on class discussion and complex literary analysis. Students concentrate on mastering both in-class and longer analytical essays, with focus on close reading and sophisticated use of textual support. Personal and creative writing assignments provide opportunities for continued practice in other genres, as well. Students read a full range of American literature, ranging from classics to contemporary works. Readings in recent years have included some of those offered in the regular section plus *The Namesake*, *The Things They Carried*, *Sula*, *One Flew Over the Cuckoo's Nest*, and *Clybourne Park*. Students who complete additional requirements and sit for the AP examination will have this course indicated as AP English on their transcripts.

### ***English 12: Senior Writing (first semester)***

In preparation for the demands of academic and professional writing, Senior Writing adopts a seminar approach and is comparable to a college composition course. This writing workshop is designed to help students master and internalize the writing process, to explore their own writing voices, and to develop a more sophisticated sense of audience. Students practice each stage of the writing process in a workshop setting, which allows them to learn to critique one another's work. The course also gives students the opportunity to review and polish writing skills. The course concludes with the study of *Hamlet* and a final essay test.

### ***ENGLISH SEMINAR ELECTIVES (second semester)***

The second semester of English 12 is an elective literature seminar that focuses on close reading of literary texts. All seminars demand significant reading and writing, with a strong focus on class discussion and literary analysis. Seniors must choose one seminar; if their schedules permit, they may choose two. Eleventh graders may also choose a seminar in addition to their required English course. Teacher availability and/or student enrollment will determine which courses the department offers each year. Students will be informed of the choices available at pre-registration time. Departmental offerings include different approaches to the study of literature and focus on genres, authors, themes or particular historical periods.

### **The following one-semester electives will be offered in 2018-2019:**

#### ***Telling our Stories — Memoir and Autobiography***

This course will examine the place of memoir and autobiography in literary studies, raising such questions as: How reliable is memory? When does a personal story stop being “truth” and become “fiction”? How important is the reporting of facts in sharing our memories? When does a personal narrative become a piece of literature? What craft is involved in this genre of writing? What is the role of memoir and autobiography in poetry? We will explore the personal, spiritual, intellectual and political journeys of very different writers in a variety of historical and contemporary autobiographical works. Writing assignments will include literary analysis as well as extensive practice in personal writing in a workshop setting. Readings will include *The Autobiography of Malcolm X*, *Anne Frank: Diary of a Young Girl*, Mary McCarthy's *Memories of a Catholic Girlhood*, Stephen King's *On Writing: Memoir of a Craft* and short pieces by other authors.

### ***Reading and Writing Poetry***

In this course, students will have the opportunity to further their experiences with poetry, both as students of literature and as poets themselves. As literature students, they will study a wide-ranging selection of contemporary international poets, analyzing their poetry for contemporary themes, as well as for the latest treatment of traditional forms (including sonnets and villanelles) and innovative uses of language in free verse and spoken word poetry. As poets, they will learn from the professional poets they have been analyzing and, like apprentices, practice both the creative art and the rigorous craft of making poems. Students will be expected to attend local poetry readings as available.

### ***Reading and Writing the Short Story***

This course will focus on both the reading and analysis of short stories. The class will read from a general anthology and will take a closer look at three to five celebrated writers of the genre (all readings will represent a variety of voices, periods, backgrounds, styles, etc.). From this reading, students will generate class presentations, creative responses and analytical essays. There will be opportunities for students to examine connections among various texts. Students will also write their own short stories.

### ***Writing For Stage and Screen***

This course will introduce students to the craft of playwriting and screenwriting. Using contemporary plays and screenplays such as *Clybourne Park* (Bruce Norris), *Sweat* (Lynn Nottage) and/or *The Aliens* (Annie Baker), students will study the principles of dialogue, character development and structure, and will analyze the dramatic structure of these pieces. They will create their own scripts for performance by generating original work and developing them through a workshop process completing a one-act play and screenplay treatment by the end of the course. Textbooks used will be Syd Field's *Screenplay: The Foundations of Screenwriting* and *The Playwright's Guidebook* by Stuart Spencer. *This course may be taken to fulfill an Arts elective requirement or senior English requirement. Students must declare at registration whether they are taking the course for Arts or English credit.*

**The following electives will not be offered in 2019-2020:**

### ***Socially Immediate Literature: How Do We Understand Ferguson and Other Injustices?***

In the wake of Michael Brown's shooting in Ferguson, MO, a Twitter hashtag emerged called #FergusonSyllabus, initiated by a professor of history at Georgetown University. It was used to gather information and ideas for teachers wondering how to address the event and the outcomes in their classrooms. This class was inspired by that initiative, and seeks to explore issues of race, justice, civil unrest and civil rights, using literature that spans cultures, eras and genres. Some texts under consideration are *Appropriate* (Branden Jacob-Jenkins), *Force Continuum* (Kia Corthron), *Blues for Mr. Charlie* (James Baldwin), *Measure for Measure* (William Shakespeare), *A Raisin in the Sun* (Lorraine Hansberry), *Clybourne Park* (Bruce Norris), *Citizen* (Claudia Rankine), *The Submission* (Amy Waldman). Assignments will include critical and creative responses, as well as the performance of scenes or monologues from the dramatic texts.

### ***Translations – Connections Between Literature and Art***

In poet Mark Doty's beautiful memoir, *Still Life with Oysters and Lemon*, he is inspired by a 17th-century Dutch still life painting to write about significant moments in his own life. There are hundreds of poems that “translate” paintings, as well as sculptures and photographs—and conversely, artworks created in response to literature. The medium of film has offered many interpretations of novels and dramas. In this elective course, students will take a serious look at the qualities that define art as they study the sense of call and response that exists among its different genres. Students will read extensively; Possible texts include *Still Life with Oysters and Lemon*; the pairing of Virginia Woolf's *Mrs. Dalloway* and Michael Cunningham's *The Hours*; *Leap* by Terry Tempest Williams (a creative non-fiction response to Hieronymus Bosch's medieval triptych *The Garden of Earthly Delights*); Shakespearean plays and contemporary novels, and their film translations; poetry, and other works. The class will visit local art galleries and performances, as available. Students will write a number of critical and creative papers; as a final project, they also will produce their own “call and response” works that link several genres of art.

### **HISTORY**

The objective of the Upper School History program is to enable students to become responsible participants in American society and the global community, using their knowledge and skills to understand changes and to solve problems. The curriculum provides students with a rich background in both United States and World History through a carefully crafted program that emphasizes the increasingly connected character of the world and the diverse nature of the American population. At the heart of the program is the conviction that a genuine understanding of the concepts, principles and skills of historical investigation is essential for students to make informed judgments about contemporary issues. Students learn to be analytical readers and clear writers, to pose questions and solve problems, to formulate hypotheses and engage in systematic study. As a Quaker institution, we attempt to deepen students' awareness of the moral dimension of social issues. We encourage students to question assumptions and to listen respectfully to others, as well as to develop and articulate their own views in a thoughtful and well-informed manner.

Research: since research is a key element of the historian's craft, there are research assignments in all History courses. Students in History 1, History 2, AP US History, and some electives (as appropriate) complete long-term, independent research projects based on the format established by National History Day, which emphasizes primary sources and historical analysis and interpretation. Students have the option of submitting these projects to the National History Day competition. Students in all history courses complete a variety of short-term research projects which allow them to practice skills such as evaluating sources, collecting, organizing and citing information, and creating independent historical arguments.

### **Honors Courses**

While all history classes engage in historical investigation and practice the skills associated with historical thinking, honors history classes offer students a more intense experience in the study of history. Honors students delve into complex and challenging primary sources and explore historical interpretations independently. They do more reading and analytical writing and are expected to contribute extensively to (and even lead) class discussions. Research focuses on the exploration of

historical scholarship and the original interpretation of primary documents. The history department determines placement of students into regular or honors sections through a process involving teacher recommendation, expressed student interest and demonstrated skills in historical interpretation, written analysis and historical thinking.

To continue from one Honors course to the next, a student must have a semester grade of B or higher in both semesters of the previous honors course. In order for students to move from a non-honors to an honors course, they are expected to have earned a minimum of a 90% (A-) average in their previous course for each semester and must participate in a placement process. In the spring semester, students interested in honors placement for the following year complete an application, read a historian's analysis of an event they have studied in class, write an essay about it and participate in a discussion. The history department determines placement of students into regular or honors sections through a process involving teacher recommendation, student interest and demonstrated skills in historical interpretation, written analysis and historical thinking.

### ***COURSE OFFERINGS***

#### ***History I: Industrialization and the Modern World***

The 19th century, as the Age of Industrialization, was a pivotal period in human history. In this course, students analyze the industrial revolutions, nationalist movements, global migrations and empire building of the 19th century. "Industrialization and the Modern World" integrates American history into world history so that students examine slavery and emancipation in Haiti, Latin America and the US; the impact of global migrations on the United States and beyond; and the imperialist experiment in the United States in the context of the growing European empires. They compare nationalist movements in Europe and Asia and the impact of industrialization globally and on the United States. Students develop skills in reading primary sources, historical thinking and research. They complete group and individual projects and **create an analytical research project to learn and enhance those skills.**

#### ***Honors History I: Industrialization and the Modern World***

Students in the honors section of Industrialization and the Modern World study the same content as the regular sections but in greater depth. Honors students interpret longer and more difficult primary sources and engage in more sophisticated writing and research assignments. They compare different historical perspectives and read a full-length work of political thought, history or literature over the summer. Honors placement is at the discretion of the department and is based on the student's prior performance and application to the honors program.

#### ***History II: The 20th Century — Global Acceleration***

This course focuses on 20th-century world history, with particular emphasis on the United States from the Progressive Era through 9/11. The course integrates American history into world history so that students study the crises of the first and second World Wars, the Great Depression, the Cold War and decolonization as experienced in the US and in other nations. They study the debate over American isolationism in the context of the first and second World Wars, the New Deal in the context of a worldwide depression, the American Civil Rights Movement in the context of decolonization; the events of 9/11 in the context of the growing tension between Islamists and the West. Students in this course work to enhance their reading of primary sources, historical thinking

and research skills. **Each student writes a long-term analytical research paper.**

PREREQUISITE: Successful completion of History I.

***Honors History II: The 20th Century — Global Acceleration***

Students in the honors section study the same content as History 2 but in greater depth.

They will read a full-length work of political thought, history or literature over the summer. In addition to the reading and writing expectations of all History II students, honors students interpret longer and more challenging primary sources, compare historians' interpretations, research and write a longer analytical paper and produce more complex and nuanced arguments.

PREREQUISITE: Successful completion of Honors History I or History I and successful completion of the Honors placement process.

***HISTORY ELECTIVES (open to 11th and 12th Graders, and to 10th graders with approval)***

**The following yearlong course will be offered in 2019-2020:**

***Advanced Placement United States History***

Advanced Placement United States History is a yearlong course for juniors and seniors that is the equivalent of a freshman college course and might earn students college credit. The main objective is to enhance understanding of the complexities and the multiple interpretations of U.S. history. Exceptional reading and writing skills, along with a willingness to devote considerable time to independent work, are necessary to succeed. Emphasis is placed on critical and analytical thinking skills, essay writing and interpretation of original documents. Throughout the year, students will be introduced to typical questions used on the AP Exam required of all students enrolled in the course. There will be a summer reading assignment (recent selections have included *Founding Brothers* by Joseph Ellis) and a research paper. Placement is at the discretion of the department and is based on the student's prior achievements.

**The following one-semester electives will be offered in 2019-20:**

***Roman Republic (fall semester)***

The Roman Republic began as a small city-state in central Italy that had expelled its tyrannical kings at the end of the sixth century BCE. Five hundred years later, it would collapse in civil war to reemerge as a monarchy. In the intervening centuries, it would come to control the Mediterranean basin and most of Western Europe, developing institutions during those years that would influence Europe and the United States for centuries to come. The course will examine how this small city-state, at first under threat from its neighbors, became the preeminent European power for centuries. Topics will include the development and nature of Rome's government of checks and balances, Rome's expansion throughout the Mediterranean and the collapse of the Republic. Students will discuss various aspects of the topics presented, take part in a simulation of the Roman Senate, compose several short essays, demonstrate their understanding on assessments and complete a research project. Students will also read a short work of fiction or nonfiction over the summer.

### ***Roman Empire (spring semester)***

Rome gained her empire while a republic, but her Republic collapsed under the weight of that empire. Thereafter, Rome returned to a system of monarchy that would maintain the empire for five centuries until it collapsed in internal dissension and pressure from outside forces. Not only the institutions of that empire, but the very idea of empire and the unification of Europe would for good and bad (mostly bad) influence European politics down through the centuries. The course will examine how the Roman Empire functioned, the nature of power within the state, the interaction of Rome with the provinces and life in a Roman city. Students will discuss various aspects of the topics presented, take part in role plays, compose several short essays, demonstrate their understanding on quizzes and tests and complete a research project (possibly including an assessment of a movie that is set in the era of the Roman Empire).

### ***Revolutions and Social Justice in Modern Latin America (fall semester)***

This course is designed to provide insight into some of the major historical and cultural issues in modern Latin America, including human rights, U.S./Latin American relations, economic development, and the transition from dictatorship to democracy. Although specific case studies may change, in the past students have debated the role of the CIA and *contras* in Central America during the 1960s and 70s, analyzed the impact of Hugo Chavez's socialist revolution in Venezuela and examined the marginalization of Latin America's indigenous population and call for social justice. Additionally, students will debate current events, and they are encouraged to suggest additional topics for analysis and discussion. Readings will include primary and secondary historical sources as well as selections from Latin American literature. In addition to completing tests and position papers, students will research a topic of their choice, within the context of the course.

### ***Politics and Protest (fall semester)***

People voice their opinions through elections and protests. This elective will study historical and current examples of both. We will explore how elections provide people with the opportunity to shape the role of government in a country. In addition, we will explore the theory of nonviolent action, examine examples in the 20th and 21st century, and apply the theory to a problem of the 21st century. Students will study historical examples: India, Poland, Nazi Germany, South Africa, China, and elsewhere. Readings include: *The Politics of Nonviolent Action* by Gene Sharp, *A Force More Powerful* by Peter Ackerman and Jack Duvall, and the writings of Mohandas K. Gandhi, Dr. Martin Luther King Jr., and others. Students complete an independent research project individually or with a partner, write persuasive essays, complete timed assessments, and participate in discussions and debates.

### ***Presidential Politics (spring semester)***

How does one become the President of the United States? The course begins by examining the relationship between a candidate and the media, focusing on historical and current examples. Next, we will turn our attention to the process of electing a president: first, the system of primaries and caucuses, and second, the Electoral College. Students will learn the history of both, analyze the impact on the current election, and then consider possible reforms to the system of primaries and caucuses and the Electoral College. Finally, we will focus on presidential television advertising. After studying historical elections, we will develop a shared understanding of how to analyze advertisements by current candidates for president. Ultimately, the course will help students to

develop an informed opinion on how the process of electing a president has happened in history and in present times. Throughout the semester, guest speakers will join us to highlight our study of the past and present. Students will write persuasive essays, complete timed assessments, and participate in discussions and debates. Following current events in politics is required.

***Economics and Society (spring semester)***

The objective of Economics and Society is to gain a fundamental understanding of the concepts of economics and to study economic problems as they relate to the real world. We look at economic history and study the workings of the national economy, as well as the theories that govern economic decisions on the national and international levels. Using primarily macroeconomic concepts, students study how economic decisions get made, by whom, and to what end. Topics include, but are not limited to, monetary and fiscal policy, gross domestic product, government's role in the economy, globalization, and business cycles. Students will make some oral presentations on economic topics, and other assessments will take the form of tests and quizzes throughout the term.

***Modern Africa: Colonization to the Present (fall and spring semester)***

“What other countries have taken three hundred years to achieve, a once dependent territory must try to accomplish in a generation if it is to survive.” -Kwame Nkrumah

In 1914, most of Africa was governed by Europeans. In 1957, Ghana gained its independence, and by the mid-1970s, African states had replaced the former colonial powers. This course will look at how independence was won, the hopes that came with it, the difficulties the new nations faced and the approaches they used. Some themes that will run through our study include nationalism and pan-Africanism, imported and African models for political organization, ethnic conflict, the role of Western-educated elites and the interplay between traditional and contemporary art and literature. We will read literature, history and contemporary news accounts and look at African art and film to gain understanding of Africa from different perspectives. Students will complete a research project investigating a specific issue in contemporary Africa.

***Modern China (fall and spring semester)***

This course focuses on the 20th-century history of China, a nation with a powerful role to play in the political and economic climate of the modern world. We will focus on the development of the modern age: attempts to modernize in the early 19th century, the rise of communism under Mao, life during the Cultural Revolution, and the economic, political and social developments since the 1980s. Overall goals include the understanding of 19th- and 20th-century Chinese history, in order to understand current issues; the ability to apply historic concepts; improved ability to analyze primary sources and to research a historic problem. Students will read at least one full-length work of history or literature over the summer, analyze primary documents and research a topic of their choice related to China. The course will provide a critical foundation for students who choose to participate in an experiential learning trip to China.



**The following electives will not be offered in 2019-2020:**

***From Fallen Timbers to Standing Rock: Defending the Land (either semester)***

“Black-hawk is an Indian. He has done nothing for which an Indian ought to be ashamed. He has fought for his countrymen . . . against white men, who came, year after year, to cheat them and take away their lands. You know the cause of our making war. It is known to all white men.”

So said Black Hawk, Sauk leader, when he surrendered to US forces in 1832. Since native peoples first encountered Europeans at the end of the fifteenth century, they have experienced numerous changes, challenges and tribulations from contact with European culture. Despite repeated European attempts to remove them from the land and force their assimilation into the dominant culture, the indigenous peoples have shown an amazing ability to survive and maintain their cultural integrity. Focusing on control of the land and assimilation, the course will examine the policies of the US government, towards the native nations, and the indigenous response to those policies from the late eighteenth to the twenty first century. Students will read a wide variety of materials derived from history, cultural anthropology, literature, politics and law, take part in a simulation or debate, compose several short essays and complete a research project. Students will also read a short work of fiction or nonfiction over the summer.

***The US and Latin America: From the Panama Canal to the Border Wall, a history of intervention, cooperation and alienation. (fall semester)***

This course will examine US foreign policy decisions as it pertains to Latin America. Starting with the turn of the century and the imperialistic policies of Presidents McKinley and (Teddy) Roosevelt, students will explore the rationale for cunning foreign diplomacy and its impact on the 20<sup>th</sup> century. The onset of the Great Depression, World War II and the Cold War will dramatically alter the US's view of international order and policy will shift dramatically to the use of proxy troops, CIA-backed military coups and economic intervention which will dramatically alter the relationship of the two regions. Finally, students will look at the consequences of these policies as they continue to shape contemporary debates on immigration, free trade agreements and issues of social justice. Additionally, students will debate current events, and they are encouraged to suggest additional topics for analysis and discussion. Readings will include primary and secondary historical sources as well as selections from Latin American literature. In addition to completing tests and shorter writing assignments, students will research a topic of their choice for National History Day.

***Modern Middle East***

In this course, we will study the Middle East from the late Ottoman Empire to the Arab Spring in order to understand the historical roots of modern-day issues. As much as possible, we will look at the region through the eyes of Egyptians, Iranians, Turks, Israelis, Palestinians and Iraqis as they tackled the challenges of the 19th, 20th and 21st centuries. The course will explore colonialism, the rise of nationalism, socialism and capitalism, the Israeli and Palestinian conflict, the petroleum factor, the Islamic Revolution in Iran, and the Arab Spring. Readings will include historical and political analyses, as well as literature and memoir. Students will be expected to follow current events, complete independent research and make presentations.

***Partisan Politics: Peril or Promise? (fall semester)***

To what extent is partisan politics hurting the United States? The course begins with a study of the development of partisanship throughout the 20th century. After examining famous politicians, important issues, significant elections and major themes in American history, we will focus on the midterm election of 2018. Using a variety of sources (news companies, political websites, social media, and more), we will follow races at the federal, state and local levels. Although voter turnout is historically low for midterm elections, will the midterm election reflect a divided nation or something else? After an intensive study of the 2018 midterm election, we will finish with a study of possible solutions to current problems and issues in politics. Ultimately, the course will help students to develop an informed opinion on partisan politics and encourage them to be active political participants in the future. Throughout the semester, guest speakers will join us to highlight our study of the past and present. Students will write persuasive essays, participate in debates and complete an independent research project. Following current events in politics is required, and there will be a summer reading assignment (first semester course only) and a scholarly book read during the course.

***Philadelphia History: Murder, Mystery, Mayhem in the Nation's First City (fall semester)***

Not only was Philadelphia the nation's largest city in 1800, and its first capital, it was also the site of the first hospital, medical school, paper mill, bank, subscription library... and the list goes on. This course will examine the development of the city from the colonial period to the 20th century. We will look at the widely varied experiences of Philadelphians of different backgrounds and see how they shaped the city we know today. In addition to traditional readings, we will use our city's sites and historical archives. Students will have the option to create an entry for the NHD competition.

***Gender & Sexuality Diversity in the 20th Century (spring semester)***

The course is a study of gender and sexuality diversity of Americans in the 20th century. We will study a variety of individuals, their lives, and the conditions in which they lived. The course begins by discussing definitions of gender and sexuality diversity history. It continues with a review of life in the United States in the 18th and 19th centuries before focusing on the 20th century for the majority of the semester. At the end of the course, we will analyze significant issues of gender and sexuality diversity in the 21st century. Throughout the semester, we will use the textbook *Queer America: A People's GLBT History of the 20<sup>th</sup> Century* and a variety of primary sources. In addition to homework, projects, and tests, each student will complete an independent research project.

***Class Matters: Social Inequalities in the U.S. (spring semester)***

Are Americans all equal? Do we have the same opportunities to succeed? How, where and why does inequality exist in the U.S. today? How do work, family, gender, race and ethnicity shape our lives? What can change inequalities? In this course, we will explore this through our own experiences, through reading sociology and history and by analyzing census data. Students will read a sociological or historical analysis of inequality. (Some past books have been *Unequal Childhoods* by Annette Lareau and *No Shame in My Game* by Katherine Newman.) Students will research aspects of the issues raised in their books, such as inequality in public schools in Philadelphia or in Philadelphia neighborhoods. Students will be required to write extensively, journaling and writing short reflection papers. They will also lead discussions and make presentations to the class.

### ***Campaigns and Consequences***

Article II Section 1 of the United States Constitution states, “The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected...” Although the Constitution states the procedure of how an election happens, the reality of a campaign and the impact of an election are much more interesting and powerful. The course is a study of historical and present-day elections, and the consequences the elections have on the United States. The course begins with a study of the election of 1800, a heated contest between John Adams and Thomas Jefferson. Next, we will study the election of 1964, a contested battle between Barry Goldwater and Lyndon B. Johnson. Finally, we will focus on the presidential election of 2016, using a variety of sources (news companies, political websites, social media, and more). We will finish with a study of the possible consequences of the election for the present and the future. Throughout the semester, students will write persuasive essays, participate in debates and complete an independent research project. Following current events in politics is required, and there will be a summer reading assignment.

### ***American Civil War***

The American Civil War was the worst political crisis and bloodiest military conflict in the history of the United States. The North crushed the Confederacy but its post-war Reconstruction policy ultimately consigned the freed slaves to second-class citizenship. This course examines the military course of the Civil War and the internal politics of the Union and the Confederacy. The political leadership of Abraham Lincoln and the military strategies of generals such as Grant, Lee and Sherman will be topics of focus in analyzing the course of the war. Students will study the emancipation of slaves, the goals of Reconstruction, black political empowerment in the South and southern white resistance to racial equality. The course also considers how the Civil War and Reconstruction have been depicted in film, literature and popular culture, and how different generations have interpreted the meaning of these conflicts. After careful examination of primary sources and excerpts from books such as James M. McPherson’s *Battle Cry of Freedom: The Civil War Era* and Eric Foner’s *A Short History of Reconstruction*, students will debate the issues of the war, produce several short papers and demonstrate their understanding on several tests. They will research a topic of their choice within the context of the course. There will be a summer reading assignment for the first semester class only.

### ***Inquisition and Toleration***

In this course, students will examine the history and mythology behind The Spanish Inquisition. Students will then look at similar events and cultural moments in history that were driven by the same political needs that advanced The Inquisition. Students will study the political motivations of those who propelled events like The Inquisition, the Salem Witch Trials, the Soviet Purges and more. Additionally, we will look at the individuals who pushed the boundaries of orthodox thought, challenged the status quo and ultimately advanced the concepts of toleration in the face of harsh consequences. Students who enroll in this course can expect to examine many primary sources, participate in vigorous discussions and complete a research project.

### ***The History of World War II***

The Second World War was a turning point for millions of the world's citizens, from those who fought the war to those who suffered bombardments, imprisonment, dislocation and death. It was also a turning point in the history of the United States and many other nations of the world, establishing the Atomic Age, the United Nations and the Cold War. In this course, skits, debates and role-plays will be a regular part of class activities. In this one-semester elective we will examine the causes of the war, the battlefronts and the home fronts, the military strategies and the diplomacy, the social and economic impact of warfare. We will view the war from various perspectives, examining eyewitness accounts and various historical interpretations. There will be simulations of the Allied conferences and debates on topics such as the dropping of the atomic bomb and the internment of Japanese-Americans. Students will engage in research projects, such as an assessment of a movie about World War II or a specific military campaign. For the fall semester course, students will be expected to read a short fiction or nonfiction book about World War II over the summer.

### ***Citizen Activism and Constitutional Law***

Marriage equality, the individual right to bear arms, and the power of the President to wage war are three important issues that have divided the United States of America for many years. How did the Supreme Court reach a decision on all three? This course explores the idea that it was the work of citizen activists who played a key part in transforming the nation's highest laws, first through work outside the federal courts and then at the Supreme Court itself. Students in the course will learn the stories of the citizen activists, understand their tactics, and read relevant Supreme Court cases. Students will also explore the structure and function of the Supreme Court in the past and in the present. In addition, students will complete independent research on present citizen activism and issues facing the nation during the semester. As the course will be offered in first semester, students will read a summer reading book and complete a writing assignment prior to the start of school.

## **MATHEMATICS**

The Upper School Mathematics program teaches students to become critical thinkers. Specific course content is designed to help students think analytically about mathematics, going beyond formulas with a focus on the whys and hows of mathematics. Through an in-depth exposure to Algebra, Geometry, Precalculus, Calculus, and Statistics, students become flexible problem solvers as they encounter appropriate challenges that help to build their strengths as mathematicians. In our courses, students encounter topics from various branches of mathematics and do work with real-world problems that provide meaningful context for the course of study. Students also work to develop strong mathematical language and mathematical communication skills, so that students can both do mathematics and talk about mathematics. A key part of effective communication is an understanding of the symbolic language of mathematics, and this is a key piece of all studies. Class discussion is a vital component of the math program. In keeping with the standards set by the National Council for Teachers of Mathematics, the department works to teach the "rule of four," through which mastery is achieved and demonstrated via graphical, analytical, numerical, and verbal representations. The program is college preparatory and offers Advanced Placement courses in AB Calculus, BC Calculus, and Statistics.

## **Honors Courses**

Students in honors courses are expected to work beyond the requirements of the regular curriculum. These courses are faster paced and more challenging versions of Geometry, Algebra II, Precalculus and Calculus courses. In honors classes, significantly less time is spent on review and on mastery of basic techniques, while applications comprise a greater part of the work. Complex problems are studied that require a sophisticated approach to problem solving. There is a significantly greater volume of homework assigned to students in honors classes and students are expected to complete this work with little extra support and assistance. Placement in honors courses is made for every student, every year, through departmental recommendations. To continue to the next honors level, a student must have a semester grade of B or higher in both semesters of the previous honors course. In order for students to move up from a non-honors to an honors course, they are expected to have earned a minimum of a 93% (A) average in their previous course for each semester and may be asked to complete a placement exam and/or complete summer work.

***COURSE OFFERINGS*** The following yearlong courses will be offered in 2018-2019:

### ***Algebra I***

The Algebra I course includes the topics of mathematical modeling, algebraic manipulation, equations and inequalities, linear relations and functions, systems of equations and inequalities, quadratic functions, polynomial functions and rational expressions. This course is intended for students who have completed Pre-Algebra/Transition Mathematics or who would benefit from a review of algebra. It will cover the algebraic and geometric algorithms necessary for students to begin both Algebra II and Geometry. Students will develop accuracy of calculations and competency in conceptual understanding of algebraic processes. Either the TI-83 Plus or the TI-84 Plus graphing calculator is required.

### ***Geometry***

The Geometry course covers the main topics of geometry, such as polygons, congruence, similarity, area, volume and perimeter. These will be explored from several perspectives, including transformational and analytic geometry. While not a main focus, formal proof will be a part of this course. Students will begin to investigate right triangle trigonometry. Either the TI-83 Plus or the TI-84 Plus graphing calculator is required.

PREREQUISITE: *Successful completion of Algebra 1*

### ***Honors Geometry***

The honors course covers a wider range of topics than Geometry. Students go into more depth with a greater emphasis on proof. Students in this course are often asked to discover relationships and theorems for themselves during directed explorations. Students will be assigned more challenging assignments and required to do more complex critical thinking. Either the TI-83 Plus or the TI-84 Plus graphing calculator is required. Honors placement is at the discretion of the department before classes begin, or in conjunction with parents and advisors if a transfer is to be made during the year.

PREREQUISITE: *Successful completion of Algebra 1 with teacher recommendation*

### ***Algebra II***

The Algebra II course includes the topics of algebraic manipulation, equations and inequalities,

linear relations and functions, systems of equations and inequalities, mathematical modeling, quadratic functions, polynomial functions, rational expressions, radicals, and exponents. Time permitting, additional topics studied may include introductory statistics and/or sequences and series. Algebra II introduces a shift in perspective. Topics introduced in Algebra I are explored in more depth, with greater sophistication in methods of manipulation. Either the TI-83 Plus or the TI-84 Plus graphing calculator is required.

PREREQUISITE: *Successful completion of Geometry*

### ***Honors Algebra II***

In addition to the Algebra II course content, students in the honors course undertake advanced study of functions and logarithms. Applications are more complex, and the material is explored in greater depth. Thorough mastery and understanding of techniques and concepts, as well as greater facility in using symbolic language, is expected. Time permitting, Honors Algebra II students may also study matrices. Either the TI-83 Plus or the TI-84 Plus graphing calculator is required. Honors placement is at the discretion of the department.

PREREQUISITE: *Successful completion of Honors Geometry or Geometry with teacher recommendation and summer work*

### ***Trigonometry and Advanced Functions***

The course of study begins with review of simplest radical form, Pythagorean Theorem and special right triangles. Students then study circular angle trigonometry based in degrees. Students also will undertake the study of advanced topics in algebra, including a comparative look at functions and their graphs. Material covered will include polynomial, rational, exponential and logarithmic functions. This course is for students who have completed Algebra II, but for whom Precalculus would not be an appropriate next course. Placement is at the discretion of the department. Either the TI-83 Plus or the TI-84 Plus graphing calculator is optional.

PREREQUISITE: *Successful completion of Algebra II.*

### ***Precalculus***

The course of study begins with circular angle trigonometry and the six trigonometric functions, as well as manipulation of these functions in both radians and degrees. Students will undertake the study of advanced topics in algebra, including a comparative look at functions and their graphs. Material covered also will include trigonometry, law of sines and law of cosines, functions and their graphs, quadratic functions, exponential and logarithmic functions, trigonometric identities and topics in analytical geometry. Graphing techniques are emphasized and mastered through hands-on work, then applied and extended using either the TI-83 Plus or TI-84 Plus graphing calculator, one of which is required for this course.

PREREQUISITE: *Successful completion of Algebra II.*

### ***Honors Precalculus***

In addition to the material covered in the Precalculus course, students in honors Precalculus do more in-depth work in trigonometry and advanced algebra topics. Analysis and application of material are more complex. Homework reflects a higher level of expectation, as does the pace of the course overall. Either the TI-83 Plus or the TI-84 Plus graphing calculator is required.

PREREQUISITE: *Successful completion of Honors Algebra II or Algebra II, with summer work.*

### ***AP Statistics***

AP Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1) Exploring Data: Describing patterns and departures from patterns; 2) Sampling and Experimentation: Planning and conducting a study; 3) Anticipating Patterns: Exploring random phenomena using probability and simulation; and 4) Statistical Inference: Estimating population parameters and testing hypotheses. This is a college-level class, and it is expected that students in this course will sit for the Advanced Placement Statistics exam. The TI-83 Plus or the TI-84 Plus graphing calculator is required. Placement into this course is at the discretion of the department.

PREREQUISITE: *Successful completion of Honors Algebra II or Precalculus with that teacher's recommendation.*

### ***Introductory Calculus***

This course is an introduction to the concepts, techniques and applications of differential and integral calculus. Calculus topics explored include limits, analysis of functions and their graphs, average and instantaneous rates of change, related rates, optimization, motion along a line, areas under curves and volumes of revolution. Analysis using a graphing calculator is a vital component of the course. Either the TI-83 Plus or the TI-84 Plus graphing calculator is required.

PREREQUISITE: *Successful completion of Honors Precalculus or Precalculus.*

### ***AP Calculus AB***

This fast-paced and challenging course includes comprehensive coverage of the concepts, techniques and applications of differential and integral calculus. Course content reflects the College Board Advanced Placement syllabus, with little time devoted to review of homework or remediation of background skills. Proficiency in and retention of algebra and trigonometry are assumed and necessary for success. This is a college-level class, and it is expected that students in this course will sit for the Advanced Placement AB exam. Either the TI-83 Plus or the TI-84 Plus graphing calculator is required. Placement into this course is at the discretion of the department.

PREREQUISITE: *Successful completion of Honors Precalculus.*

### ***AP Calculus BC***

This course is offered for students who complete Calculus AB and earn a score of 4 or higher on the AP Calculus AB exam. This second year of Advanced Placement Calculus is spent working on advanced techniques and applications of differentiation and integration. Additional topics include sequences and series, polar and parametric representations, vector-valued functions and formal proof. While the course concludes with a thorough knowledge of both first and second-year calculus, the level of difficulty of the material in the BC course is significantly different from first-year calculus. Students taking this course will sit for the AP BC exam. Either the TI-83 Plus or the TI-84 Plus graphing calculator is required. Placement in this course is at department discretion.

PREREQUISITE: *Successful completion of AP Calculus AB, plus a 4 or 5 score on the AP Calculus AB exam.*

## **MODERN LANGUAGES**

The language program prepares students to pursue language instruction at the college level. The goal of the program is for students to be able to communicate comfortably and confidently in French or

Spanish. In learning spoken language, students are expected to help create an immersion classroom experience by only using the target language during class; English is highly discouraged and can negatively impact student achievement. All students will follow the natural language progression of listening, speaking, reading and writing. Since awareness of cultural and historical background enhances the study of language, students are introduced to the customs and lifestyles of the people whose language they are studying.

### **Advancement to the Next Level**

In Modern Languages, students receiving a year-end grade below C are not prepared for further work and may not continue to the next level of that language. In this case, students may be required to do summer work or repeat a course in order to fulfill their graduation requirement. Any student wishing to complete summer work in order to prepare for the next course in the sequence will need to take a readiness exam at the end of the summer. The student will have to demonstrate improved proficiency in the skills deemed essential for that particular course.

### **Placement in Honors and AP Courses**

Honors courses offer students the opportunity for greater depth in language study. Students do more independent work, spend little or no time in the classroom on review, quickly master grammar and phonetics, read more complex texts, employ greater complexity in both spoken and written work and use only the target language in French and Spanish classes.

Honors sections are offered in French and Spanish from level 2 through Advanced Placement. Students are eligible for placement in honors sections by departmental recommendation. All placements are reviewed annually. Placement is based upon the student's demonstrated and consistent performance at the A level in their language course, commitment to only using the target language in the classroom and successful completion of a written and oral assessment. The teacher completes the evaluation, brings the recommendation to the department, and the entire department meets to consider the placement. Placement in an honors section may require a student to do summer work in preparation for the demands of the honors section. For students already in honors, placement is contingent upon the student's continued success in their language course which is typically indicated by a consistent average of a B+ or higher. Teacher availability and/or student enrollment will determine which courses the department offers each year. Students will be informed of the choices available at pre-registration time.

### ***COURSE OFFERINGS***

#### ***French I***

This course is designed for students taking French for the first time or coming from a background different from our Middle School program. Students develop the ability to speak, read, write and understand both spoken and written French, as they become aware of the cultures of French-speaking countries. By the end of French I, students will have mastered: the use of articles, the present tense of verbs in -er and -re, the present tense of common irregular verbs (*avoir, être, faire, prendre, aller, pouvoir, vouloir, mettre*), demonstrative adjectives, asking for and giving information, using adjectives to describe people and things, expressing possession and ownership, the *passé composé* with *avoir* and *être*. This course lays the foundation in vocabulary, grammar and reading skills.



### ***French II***

This course builds on the skills of the first-level program. Students continue to develop proficiency in listening, speaking, understanding, reading, writing and cultural awareness. Students use more complex vocabulary, grammar and sentence structures in communicating. By the end of French II, students will master the present, *passé composé* and *imparfait* of regular and common irregular verbs; the use of articles, adjectives and adverbs; pronominal verbs, and object pronouns. The cultural focus of the course is on France, its history and geography.

PREREQUISITE: *Successful completion of French I.*

### ***Honors French II***

This course uses the same curricular materials as French II, but the class pace is quicker, and greater emphasis is placed on independent use of the language. Supplementary reading materials are used to enhance reading skills and cultural awareness. There may also be group and individual projects and class presentations. By the end of French II, students will have mastered the present, *passé composé* and *imparfait* of regular and common irregular verbs; the use of articles, adjectives, and adverbs; pronominal verbs, and object pronouns. The cultural focus of the course is on France.

PREREQUISITE: *Successful completion of French I and a placement test. Honors placement is at dept discretion.*

### ***French III***

This course is designed to promote continued growth and progress in listening, speaking, reading, writing and cultural proficiency. Students will review elementary grammar structures and utilize more complex structures (including *le future*, *le conditionnel* and *le subjonctif*) in writing letters, compositions and more extended forms of writing. Students will read more complex and extended passages in French. The cultural focus of this course is “*la francophonie*.” By the end of this course, students will be able to understand simple authentic texts (classified ads, letters, entertainment guides, texts about French geography, daily life, music and literature, etc.), write about a variety of topics and be able to engage in simple conversations. This course completes the language requirement.

PREREQUISITE: *Successful completion of French II.*

### ***Honors French III***

Students will review grammar structures from previous courses and will be introduced to new and more complex structures and vocabulary (including *le future*, *le conditionnel* and *le subjonctif*). Students will use this more sophisticated grammar and vocabulary in writing letters, compositions and more extended forms of writing. By the end of this course, students will be able to understand simple authentic texts (classified ads, letters, entertainment guides, texts about French geography, daily life, music and literature, etc.), write about a variety of topics (descriptions, thank you letters, etc.) and be able to engage in simple conversations. Students will use *French Three Years* as a grammar resource. Students will read selections from *Le Petit Nicolas et les copains* and other short stories. These readings will form the basis for classroom conversations. The cultural focus of the course is “*la francophonie*.” This course completes the language requirement.

PREREQUISITE: *Successful completion of Honors French II or a placement test. Honors placement is at the discretion of the department.*

### ***French Culture and Conversation***

This course aims at consolidating students’ knowledge of grammar and expanding on their ability to

understand and produce a more complex level of discourse. Through regular writing practice and daily focused conversation practice, students will refine their linguistic skills and oral fluency; independent review of grammar is expected as it is not a focus of the course. In addition, students will explore and discuss cultures of the French-speaking world through literary and artistic creations as well as cultural media. This course is a two-year sequence and the curriculum allows for students to complete one or two consecutive years of study.

PREREQUISITE: *Successful completion of French III or higher. Placement is at the discretion of the department.*

#### ***Honors French IV***

Students will read a selection of short stories and poetry from a variety of sources. They will view, discuss and write about several French films and read *Le Petit Prince*. The class will be conducted entirely in French and students will have regular written assignments about the readings and films. Grammar and vocabulary will be reviewed when necessary.

PREREQUISITE: *Successful completion of Honors French III or a placement test. Honors placement is at the discretion of the department.*

#### ***Advanced Placement French***

While there will be some review of grammar, students who enroll in this course should already have a good command of French grammar and vocabulary. Typical assignments include describing stories suggested by picture sequences, making oral presentations on a variety of topics and participating in interviews. Students should be prepared to do significant writing, including compositions, summaries of articles and commentaries on readings and films. Readings are drawn from a variety of sources, including newspapers and magazines, short stories and plays. Some selections are taken from the AP Literature list and may include poetry, short stories, plays and novels.

PREREQUISITE: *Successful completion of Honors French IV. Honors placement is at department discretion.*

#### ***Spanish I***

This course is designed for Upper School students taking Spanish for the first time or who would benefit from additional review of core grammatical concepts and development of oral proficiency. Students begin to develop the ability to speak, read, write and understand the language while building an awareness of the cultures of Spanish-speaking countries and geographic competency. This course lays the foundation in vocabulary, grammar and reading skills.

#### ***Spanish II***

This course builds on the skills developed in the first-level program. Students continue to develop proficiency in listening, speaking, understanding, reading, writing and cultural awareness. Topics include Pre-Colombian Civilizations, Discovery & Conquest and early Spanish History. Students will acquire more complex vocabulary, grammar and reading skills as they develop greater proficiency. Supplemental readings and discussion play an integral role in the development of their proficiency.

PREREQUISITE: *Successful completion of Spanish I.*

#### ***Honors Spanish II***

This course builds on the skills developed in our Middle School enriched program and does not follow the same curricular materials as Spanish II. Greater emphasis is placed on independent use of the language. Supplementary materials are used to enhance reading skills and cultural awareness.

Extensive practice and review in grammar prepare students for advanced reading, writing and conversation, which will play an increasingly integral role in the development of their proficiency. Students seeking placement into Honors Spanish II, and who are not coming from our Middle School program, may have to complete summer work in order to be prepared.

*PREREQUISITE: Successful completion of Spanish I and a placement test. Honors placement is at the discretion of the department.*

### ***Spanish III***

This course is designed to promote continued growth and progress in listening, speaking, reading, writing and cultural proficiency. Students review elementary grammar and learn more complex structures through a variety of writing and listening activities and work with more complex supplementary materials. Readings are drawn from a variety of sources, including newspapers, magazines, and short stories from Latin American and Spanish authors. The use of film further deepens students' understanding of Latin **American** and Spanish cultures. This course completes the language requirement.

*PREREQUISITE: Successful completion of Spanish II.*

### ***Honors Spanish III***

Additional readings and special projects, presentations and supplementary grammar take this course well beyond the range of Spanish III. Readings by Latin American and Spanish authors provide a window into general social and political issues of the 20th century and relevant cultural and historical themes that build off of the Honors Spanish II course. Grammar is generally taught through the context of readings, short films and other media sources. Introduction of basic grammar is completed and independent review of material is expected.

*PREREQUISITE: Successful completion of Honors Spanish II or placement exam. Honors placement is at the discretion of the department.*

### ***Spanish Conversation and Culture***

This course offers advanced language training, with particular emphasis on refining oral and writing skills; independent review of grammar is expected as it is not a focus of the course. Students will explore important cultural and historical themes through film, short stories, art and current events. Students will examine such issues as individual expression, socioeconomic injustice, immigration and exile, and experiences of war and violence, among other themes. This course is a two-year sequence and the curriculum allows for students to complete one or two consecutive years of study.

*PREREQUISITE: Successful completion of Spanish III or higher. Placement is at the discretion of the department.*

### ***Honors Spanish IV***

Geared to accomplished and independent language learners, this course introduces students to advanced Spanish studies by refining language skills. Extensive readings and speaking exercises provide opportunities for students to learn and use more complex and precise vocabulary. Students are expected to attain high proficiency in the four language skills (reading, writing, listening and speaking) along with cultural knowledge. The cultural focus is on Spanish-speaking countries, including their history and geography.

*PREREQUISITE: Successful completion of Honors Spanish III or placement exam. Honors placement is at the discretion of the department.*

### ***Advanced Placement Spanish***

Students in this class hone their oral and written proficiency, with special emphasis placed on speaking. Although there will be some review of grammar, students who enroll in this course should already have a good command of grammar and vocabulary. Readings are drawn from a variety of sources, including newspapers and magazines, short stories and plays. Some selections are taken from the AP Literature list and may include poetry, short stories, plays and novels.

PREREQUISITE: *Successful completion of Honors Spanish IV. Honors placement is at department discretion.*

## **SCIENCE**

Science is an expression of one's curiosity about the natural world. This curiosity leads science students to ask questions, look for patterns, propose solutions, test generalizations and draw conclusions. These activities form the basis of the Scientific Method, which is the foundation of our science program. Courses in each discipline are designed to explore the concepts of biology, chemistry and physics. Although approaches and practices vary, the department's primary goals are to provide a strong academic background for future study and to develop the general knowledge and reasoning skills required for living in a technologically complex society. Problem-solving, concept application and written expression of ideas are important throughout the program. Each course has a strong laboratory component, while independent laboratory-research projects are required of all students in honors and advanced-level courses.

### **Honors Courses**

Honors and academic classes offer a similar curriculum, but the honors classes are faster paced, pursue topics in greater detail and require a greater degree of independent learning. Content is often quite complex and abstract, and assessments require a deeper understanding of the material. Lab-based research is integral to the curriculum and students must write detailed and analytical lab reports. All students in honors science classes are expected to devise and conduct an Independent Research Project. The goal of the IRP is for students to learn how to apply the skills that they have learned in class to a topic that is of interest to them. Every student's project is presented at school on Science Night.

Placement into honors courses is reviewed annually for every student. Decisions are made by the department in consultation with the student's advisor and the director of studies. To continue on to the next honors level, a student must have a final grade of B or higher in the previous honors course, have successfully completed their Independent Research Project, and have departmental approval.

## **COURSE OFFERINGS**

### ***Physics A***

This course is an introduction to classical and modern physics. There is an emphasis on real-world examples and on the role of physics as a foundation for other sciences, such as chemistry and biology. Topics include the analysis of motion, forces, energy, momentum, gravity, sound, magnetism and electricity. Students also will develop critical-thinking and problem-solving skills, which will be practiced during laboratory activities and applied to a project that will be presented at

Science Night. This course is designed for students for whom algebra is a developing skill. It will provide opportunities to apply the mathematical concepts that are being taught in Algebra I.

### ***Physics G***

This course also is an introduction to classical and modern physics. It is designed for students with strong algebra skills. The content covered is the same as the Physics A course, but in greater detail and with the use of more rigorous math concepts, including trigonometry. Critical thinking will be fostered throughout the course through the application of the Scientific Method. Students are also expected to complete a project that will be presented at Science Night.

*PREREQUISITE: Students must have a solid foundation in algebra, demonstrated by the completion of Algebra I with a grade of B or above.*

### ***Chemistry***

The core topics of inorganic chemistry are introduced in a logical sequence to give students an understanding of the nature of matter, its composition and structure, and the changes matter undergoes. Problem solving and laboratory work are important aspects of this course.

### ***Honors Chemistry***

This course will use a logical sequence of the core topics of inorganic chemistry to increase the students' knowledge of the subject matter, build mathematical skills and develop concept application. Students will gain an appreciation for chemistry not only as a body of knowledge but also as a human endeavor. The content covered is the same as the Chemistry course, but in greater detail and with more mathematical analysis. Students are required to complete an independent research project that will be presented at Science Night. Honors placement is at the discretion of the department.

### ***Biology***

This course develops an awareness of science by studying basic biological principles and their application to problems of humans and society. Emphasis is on cell biology, genetics, molecular biology and evolution. Unlocking the mystery of DNA has been the most important discovery in the recent history of biology. It is vital for students to keep up with the expanding information base in this field. Basic laboratory techniques common to biological research are a part of the overview, along with modes of logic and reasoning that help biologists to understand concepts and to solve problems through an evolutionary and systematic approach to the subject.

### ***Honors Biology***

This course covers in greater detail the same material as Biology with an expectation of more independent learning and detail of material. Honors students are required to design and carry out an independent research project and complete a documented report of that research that will be presented at Science Night. Honors placement is at the discretion of the department.

### ***Advanced Placement (AP) Biology***

Advanced Biology delves further into important biological concepts. The course focuses on the exploration of four broad topics: evolution; matter and energy; storage and transfer of information, and emergent properties. The laboratory work is demanding, and a high level of independence is

expected. Students are expected to present samples of their laboratory work at Science Night. This is a college-level class, and it is expected that students in this course will sit for the Advanced Placement Biology exam. Students receive Honors credit for this course. There will be a summer reading assignment for this course.

PREREQUISITE: *Chemistry, Honors Biology and permission of instructor.*

### ***Advanced Placement (AP) Chemistry***

This course uses a college-level textbook to explore the more mathematical and conceptually advanced topics in inorganic chemistry. These topics build on and add to the students' skills in chemistry and mathematical problem solving. The topics include: stoichiometry, products of reactions, oxidation-reduction, electrochemistry, thermochemistry, thermodynamics, kinetics and equilibrium (phase, solution and acid/base). Students are encouraged to develop more independence and confidence in their learning. The importance of the experimental nature of the subject is stressed through individual laboratory work. This is a college-level class, and it is expected that students in this course will sit for the Advanced Placement Chemistry exam. Students receive Honors credit for this course. There will be a summer assignment for this course.

PREREQUISITE: *Honors Chemistry and permission of instructor.*

### ***Advanced Physics (with AP option)***

Advanced Physics is designed as a second-year physics course for students who have taken Physics-A, Physics-G or the equivalent. It is taught at a level that will help prepare students for the AP Physics C: Mechanics exam. The topics covered will be classical mechanics and may end with a brief introduction to electromagnetism. Students will learn to solve complex problems in kinematics, dynamics, energy and momentum conservation, oscillations, rotational motion, and statics as well as some of the basic connections between electricity and magnetism. The laboratory aspect of the course is addressed through demonstrations, computer simulations and data analysis. The course demands a strong understanding of upper-level mathematical concepts and techniques, including some basic integral calculus. Students receive Honors credit for this course. Students who complete additional requirements can sit for the AP Physics examination. This course will prepare students to take the AP Physics C: Mechanics exam. There will be a summer assignment for this course.

PREREQUISITES: *Physics-A, Physics-G or equivalent and completion of Precalculus with a grade of A or completion of Honors Precalculus with a grade of B or above and permission of instructor.*

CO-REQUISITE: *AP Calculus AB.*

## ***SCIENCE ELECTIVES***

Students may supplement their three-year science graduation requirements by choosing from among the semester electives being offered. Students may elect to take one or more electives in addition to full-year science courses. Teacher availability and/or student enrollment will determine which courses the department offers each year. Students will be informed of the choices available at pre-registration time.

**The following one-semester electives will be offered in 2019-2020:**

***Environmental Science (offered in both Fall 2019 and Spring 2020)***

This one-semester course will give students the chance to apply their work in the core sciences to the study of the environment. The interplay of living and non-living factors in air, water, and geological systems will be explored, while also examining the ways in which human behaviors and policies impact environmental systems.

PREREQUISITE: *Successful completion of the first semester of Biology (open to Seniors and 2nd semester Juniors)*

**The following electives will not be offered in 2019-2020:**

***Astronomy: Earth and its Solar System Neighbors***

Using the latest images of the objects in our solar system, we will employ the methods of comparative planetology to explore our home planet and nearby moon, then the rest of the planets, their moons and the other interesting objects that inhabit our solar system. We will end by discussing the main energy source, and the namesake of our solar system, the Sun. This course is a survey course of astronomical topics that will seek to improve students' note-taking skills and listening comprehension in a college-lecture-style setting. We will also conduct some labs using planetary data, and make our own observations with the school's telescope.

***Astronomy: From the Stars to Cosmology***

This course starts by studying stars and stellar evolution, looking closely at how stars die and what this tells us about the evolution of the universe. We will then explore interstellar space within our own galaxy, building toward an understanding of galaxies and their properties. We will end with discussions of cosmology, including the finite/infinite nature of the universe and the possibilities for parallel universes. This course is a survey course of astronomical topics that will seek to improve students' note-taking skills and listening comprehension in a college-lecture-style setting. We will conduct some labs using stellar and galactic data, and make observations with the school's telescope.

***Human Biology***

This course is a survey of the primary human systems (digestive, circulatory, nervous, endocrine, respiratory) with emphasis on everyday problems and concerns associated with these systems. An optional vertebrate dissection will be included.

CO-REQUISITE: *Biology.*

***Genetics***

This course will carry the study of genetics beyond what is introduced in the Biology courses. In addition to the theory of genetics, the class will study the human genome project, genetic diseases and disorders, genetic testing, cloning and other topics of current interest.

PREREQUISITE: *Successful completion of Biology.*

***Forensic Science***

This course will introduce students to methods and techniques involved in collection and evaluation of evidence. Students will perform some of the analysis techniques in the lab (hair sampling, fiber sampling, fingerprinting, chromatography, blood analysis, etc.). Videos of actual case studies will be presented.

### ***Applied Chemistry***

Introduces practical aspects of organic and biochemistry as it applies to real world applications. Among the topics will be the chemistry behind foods, over-the-counter and prescription medications, consumer chemistry, nutrition and food additives, toxicology and the chemistry involved in art (paints, ceramics, photography and metal work).

PREREQUISITE: *Successful completion of Chemistry.*

## **VISUAL AND PERFORMING ARTS**

The Arts Department at Abington Friends School believes that an arts education fosters the ability to take risks, problem-solve and most important, communicate through the act of creation — an act that requires full participation of the body, the mind and the spirit. The courses introduce students to the tools, skills, cultural significance and history of each discipline, and provide opportunities for student artists to explore and express their personal experiences. The classroom is a communal and collaborative environment for young artists to examine both their own processes and those of their peers to develop as thinkers and global citizens.

### **MUSIC**

The goal of the music program is to facilitate discovery and understanding of music as a discipline and as a means of self-expression. This skills-based program engages each student intellectually, emotionally and physically in the process of understanding and creating musical expression. It is the goal of this program to make the language of music accessible to all students while providing advanced students the opportunity for further study.

### ***COURSE OFFERINGS - The following electives will be offered in 2019-2020:***

#### ***Chorus (full year)***

The Upper School Chorus is open to students in all grades. This ensemble collaborates to sing a variety of compositions that include Renaissance works through contemporary compositions, sacred and secular. Elements of singing technique taught in the course include proper breathing, vocal production, vowel formation, expression, intonation and range expansion. Elements of musicianship such as sight-reading, ear training and score analysis also are an essential part of the course. Students are required to sing at a number of performances for school assemblies, open houses, and evening concerts.

Members of the Upper School Chorus may audition for Chamber Singers in early spring. Vocalists who audition and are invited to join this ensemble rehearse additional musical selections that often include advanced a cappella compositions. Students are expected to perform on a regular basis and concert venues may include off-campus locations.

#### ***Orchestra (full year)***

This ensemble is open to all grades and to all students who have played a string, woodwind, brass or percussion instrument for at least two years. The Orchestra will prepare and perform a wide variety of music spanning many periods and styles. There are a number of performances for school assemblies and evening concerts.



Instrumentalists who play in Orchestra may audition for the Jazz Ensemble in early spring. Instrumentalists who audition and are invited to join this ensemble prepare and perform additional musical selections in the jazz idiom. Emphasis will be placed on building skills, working with chord charts and improvisation. Performances will be both on and off campus. (Guitarists, who are not eligible for Orchestra, may audition for the Jazz Ensemble.)

***How Music Works (one semester)***

In this course, students explore elements of music history, music theory, composition, performance, technology and exploration of global/cultural influences on music. At the core of the curriculum is David Byrne's text, *How Music Works*. The class will trace the evolution of music as it has been shaped throughout civilization. Through listening, discussion, creation and performance, students will gain a greater understanding of music and its place in the world.

***Advanced Placement Music Theory (full year)***

This course is for students who already read basic music notation and who have some performance experience (vocal or instrumental). AP Music Theory corresponds to one or two semesters of typical introductory college music theory courses. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

**The following music electives will not be offered in 2019-20**

***Music Theory (one semester)***

Students will be introduced to the elements of music theory and composition. In this course, students will solidify their knowledge of elementary rudiments of music such as staff notation, note values, meter, major/minor key signatures, triads and seventh chords and their inversions, dictation and other basic fundamental music theory skills. Students will regularly compose original music throughout the semester in order to learn and apply these skills. This course will benefit all performing musicians, those interested in the fundamentals of music, and anyone curious about songwriting, composition, and improvisation.

**THEATRE**

The theatre program provides challenging learning experiences, both curricular and co-curricular, to expose student actors and student technicians to the multi-faceted world of live performance. Students may engage in both the acting and technical tracks, or focus on just one. Both tracks seek to ground the student in practical individual skills (textual analysis, effective communication and artistic expression) while placing emphasis on the collaborative nature of theatre (teamwork and group process).

**COURSE OFFERINGS - The following electives will be offered in 2019-2020:**

***Acting Ensemble (full year)***

Acting Ensemble is an advanced workshop class for students who have completed “Monologue and Scene Study” and/or "Improvisation and Playmaking," and want to deepen their performance skills. The course focuses on more demanding material, including Shakespeare, as a way of exploring language and style. Students work as a company on ensemble pieces, and individually on solo performance and skill development (especially voice and physicality). Units on script analysis, scene study, and auditioning are included in the curriculum. The ensemble actors are required to audition for the Upper School’s mainstage productions. *Acting Ensemble is designed for students in the eleventh and twelfth grades, and may be taken twice for credit. Prerequisite: Introduction to Acting and/or Improvisation and Playmaking, or permission of instructor.*

***Introduction to Technical Theater: Welcome Backstage (fall semester)***

In this course, students will explore the design, creation and implementation of various processes involved in theatre production. The class will focus on safety and correct use of tools. Students will assist in building sets for productions scheduled in the Muller performance spaces. Students will learn how to read scale and working drawings, as well as light plots. They will explore all elements of stagecraft such as carpentry, rigging, lighting and sound engineering. This class meets twice per week in its scheduled level with a required 15 hours of practicum on set design and construction.

***Lighting and Sound Design (spring semester)***

This course offers a high level of participation for the student who has successfully completed *Introduction to Technical Theater*. In this course, students explore the design, creation and implementation of various processes involved in theatre production. Students learn how to use the lighting system and the computerized light board as well as the new sound system in the Muller Auditorium. Students may have opportunities to serve as Assistant Lighting Designer, Light Board Operator, Assistant Sound Designer or Sound Board Operator for the Upper and Middle School productions. Students will explore different lighting elements and discuss various lighting-design choices and will have the opportunity to create their own lighting and sound designs.

*Prerequisite:* Successful completion of one the following courses: Technical Theater 1, Introduction to Technical Theater. It is recommended, but not required, that students will have already taken Geometry and Physics A or G.

***Monologue and Scene Study (one semester, fall)***

This course orients students to the basic skills of the craft of acting. The class begins with improvisation and team-building exercises. As an ensemble, the class explores approaches to text analysis from the actor’s point of view, focusing on motivation, tactics, behavior and relationships. The concept of “personalization”— finding the connection between self and character — is introduced. The students then explore monologues and scene-work, incorporating the benefits of improvisation into the challenges of written text. *Monologue and Scene Study is designed for students in ninth, tenth and eleventh grades.*

### ***Production Leadership (full year)***

This is a Practicum Class with three major projects, the US Fall production, the MS Winter Production, and US Spring Production. Geared toward mounting a production, this course places an emphasis on the production process, the leadership needs, and responsibility that are related to a production. Students would hold a leadership role on mounting an AFS Theatre Production. These roles can include Stage Manager, Technical Direction, Scenic Design, Master Electrician, Lighting Design, Sound Design, Sound Engineering, and Properties Master. The class meets during Music Block twice a week and is expected to be a part of the Rehearsal and/or Technical Schedule after school for all three productions.

*Prerequisites: Technical Theater; Prerequisites to Design: Lighting/ Sound Design OR Carpentry/ Scenic Design*

### ***Writing for Stage and Screen (one semester, spring)***

This course will introduce students to the craft of playwriting and screenwriting. Using contemporary plays and screenplays such as *Clybourne Park* (Bruce Norris), *Sweat* (Lynn Nottage) and/or *The Aliens* (Annie Baker), students will study the principles of dialogue, character development and structure, and will analyze the dramatic structure of these pieces. They will create their own scripts for performance by generating original work and developing them through a workshop process, completing a one-act play and screenplay treatment by the end of the course. Textbooks used will be Syd Field's *Screenplay: The Foundations of Screenwriting* and *The Playwright's Guidebook* by Stuart Spencer. *This course may be taken to fulfill an Arts elective requirement or senior English requirement. Students must declare from the start whether they are taking the course for Arts or English credit.*

**The following theater electives will not be offered in 2019-2020:**

### ***Improvisation and Playmaking: Creating Theatre Without a Script (one semester, spring)***

Improvisation is at the heart of all performance. Students in this course will explore the techniques and skills that allow actors to take risks, trust their instincts, and create characters and text from their imaginations. We will examine the many ways improv is employed in contemporary performance, such as short- and long-form approaches, sketch comedy, devised physical theatre, and unexpected performance in public places. Companies like Second City, Upright Citizens Brigade, Improv Everywhere, Frantic Assembly and Comedy Sportz will serve as inspiration for the class's work. *Improvisation and Playmaking is designed for students in ninth, tenth and eleventh grades.*

### ***Carpentry and Scenic Design (spring semester)***

This course offers a high level of participation for the student who has successfully completed *Introduction to Technical Theater*. In this course, students explore the design, creation and implementation of various processes involved in theatre production. Students gain valuable hands-on experience with tools as well as carpentry skills and focus on the proper use and safety of the equipment used in the theatre. The students also have an introduction to scenic design and design elements. Students may have the opportunity to serve as Assistant Scenic Designer in future AFS Theater productions.

*Prerequisite:* Successful completion of one the following courses: Technical Theater 1, Introduction to Technical Theater. It is recommended, but not required, that students will have already taken Geometry and Physics A or G.

## VISUAL ARTS

The visual arts program is sequential in nature, allowing each student to build upon the skills taught in the course previous to it. This hands-on program is designed to engage students fully in the mastery of the tools, materials and techniques necessary for creative visual expression. Fundamental concepts of design and image making and the skills involved in producing art are stressed as necessary components of the process.

**COURSE OFFERINGS - The following electives will be offered in 2019-2020:**

### ***Drawing (one semester, fall)***

This course introduces students to the artistic way of “seeing.” Students learn about the materials and techniques used for drawing in pencil, charcoal, and pen and ink. There is an emphasis on observational drawing. Students create still life, self-portrait and surreal works. They will complete practice exercises in each technique, then execute a formal project. Some art historical discussion is included.

### ***Drawing Intensive (full year)***

This is a full-year course designed for serious drawing students. Students create still life, self-portrait, figurative, surreal, and symbolic works. In addition to learning about the materials and techniques for observational drawing in pencil, charcoal, pen and ink and conté, students learn how to work with more advanced techniques including scratch board, pastel and block printing. There will be periodic homework assignments and several independent projects to support ongoing portfolio development. Some art historical discussion is included.

### ***Painting and Printmaking (full year)***

Students will begin to work in wet media. They will learn about handling brushes and paint, and will create images using watercolors, tempera and acrylics. They will have printing experiences in monotypes and screen-printing. Students will work on some collaborations and special two- and three-dimensional projects outside of class. Art historical and critical discussion is included.

PREREQUISITE: *Drawing*.

### ***Advanced Studio Art (with AP option) (full year)***

Students work on developing their own voices, making art that is more personal as well as art that is related to the events in the world. **Each student conceives of a thesis concept which will direct their work throughout the year.** Students use materials and techniques drawn from their repertoire of art experiences in a variety of drawing, painting, sculpting and printing techniques. They will explore the possibilities of portraiture while learning to use oil pastels and oil paints. Class critiques become more frequent, in order to enhance the students’ use of artistic language and analysis. Students also work on several independent projects outside of class time.

PREREQUISITE: *Painting and Printmaking*.

Students who take *Advanced Art for AP credit* create additional works to meet the AP requirements.

### ***Ceramics I (one semester - spring)***

This course is designed for students who wish to explore the creation of three-dimensional art in clay. In this course for the beginning ceramist, students will learn the basic techniques of handbuilding in

clay: pinch pots, coil pots and slab construction. We will explore the possibilities of a variety of surface decoration, such as textural relief, paint and glazing. Some art historical discussion and analysis is involved.

### ***Ceramics II (one semester)***

Students will learn to use more advanced ceramic techniques. They will make functional pottery or ceramic sculpture, and begin on the potter's wheel. We will continue exploring texture and surface decoration techniques. Students concentrate on developing a personal aesthetic and demonstrating this through a group of pieces. Some art historical discussion and analysis is involved.

PREREQUISITE: *Ceramics I or permission of instructor.*

### ***Computer Graphics (one semester, spring)***

In the Computer Graphics course, students use design thinking and Adobe Photoshop as powerful tools to tackle real-world, visual problems. Students learn how to import, create, edit, and export digital images for a variety of practical and expressive purposes. There is an emphasis on interdisciplinary collaboration, creative process, and effective design applied to real-world scenarios, as students seek to enrich and aid the school community with their work. Sample projects include posters for school events, advertising packaging and design for social media.

### ***Photography I (one semester - fall or spring)***

This introductory course acquaints the beginning photographer with the basic tools and technologies of digital photography. Students develop competency with the tools and technologies through in-class assignments and demonstrate their abilities through the creation of images. Students learn the foundations of visual literacy and develop their aesthetic abilities as photographers through daily assignments and detailed documentation and critiques via their electronic portfolio. *An additional materials fee required. Students may borrow school cameras, but it is suggested that they bring their own if they have one.*

### ***Photography II (full year)***

This intermediate course continues to build digital imaging skills and introduces students to black and white film photography. Emphasis is placed on developing a critical eye, learning to “read” photographs, communication and artistic self-expression. Photographers exhibit work regularly in school and are encouraged to submit photographs to regional and national contests.

PREREQUISITE: *Successful completion of Photography I or by permission of instructor. Materials fee required. Students should provide their own digital camera.*

### ***Photography III/IV (full year)***

Artistic development is the overarching theme for the work in this course. A strong focus is placed on technical and aesthetic elements that make expressive photographs and the development of personal photographic projects. Assignments and discussions will cover a variety of genres, including portraits, architecture, still life and street photography. Students are introduced to alternative photographic processes through demonstrations and are encouraged to broaden their knowledge through independent research. Each student prepares an end-of-year exhibit and an individual portfolio of personal work. If taking the course a second time (as Photo IV), the goal is for the photo student to plug into their personal interests and passions to help them better share a

visual response to their feelings and perceptions of the world around them by taking a historical look at photographic documentary traditions, learning how to make a set of disparate images work together, or exploring an exhibit at a local museum or gallery as inspiration for creating personal work.

*PREREQUISITE: Successful completion of Photography I and Photography II or by permission of instructor. Materials fee required. Students should provide their own digital camera.*

**The following visual arts electives will not be offered in 2019-2020:**

***Sculpture (one semester - spring)***

Students will explore the construction of expressive forms in clay, paper, plaster, and found objects. Work will include both abstract and realist subjects, and students will develop discipline-specific vocabulary to guide their thinking. Surface embellishment is also explored.

**NON-DEPARTMENTAL COURSES**

These courses count toward the required course load, but do not fulfill departmental requirements. Students will be informed of the choices available at pre-registration time.

**The following electives will be offered in 2019-2020:**

***Philosophy: Morality and Ethics (semester class, fall or spring)***

As human beings, we all desire order and meaning in the world, and this desire is the foundation of the discipline of philosophy. For philosophers, this inquiry has focused on a central question: “What is the good life?” As a class, we will join the millennia-old conversation about this question through a thorough examination of Western philosophy, paying careful attention to the moral and ethical questions of how we form a community. Students will begin the semester by becoming familiar with the vocabulary and basic concepts of philosophy. We will then apply philosophical concepts to contemporary problems and issues in their own lives.

***Publications — Yearbook (full year)***

Students on the yearbook staff study graphic design and technology related to yearbook publication. They organize, plan and design layouts as they work to produce the AFS yearbook, *The Outward Bound*. Students will become proficient in manipulating digital photos and will gain mastery in web-based publishing software.

*Class is open to sophomores, juniors and seniors and may be taken more than once. Those enrolled for a second year are expected to take on leadership roles.*

**The following non-departmental classes will not be offered in 2019-2020:**

***Philosophy: Epistemology and Metaphysics***

This course will explore the order that we impose on the world and the meaning we derive from that order. We accomplish this end through the close examination of two branches of philosophy: Metaphysics and Epistemology. Metaphysics is concerned with the basic nature of reality. Its aim is to give a systematic account of the world and the principles that govern it. Epistemology deals with

the origin, nature and limits of knowledge. These two areas of philosophy are natural complements to one another. Students in the course will keep a journal, analyze various works of philosophy, and look at the contemporary world from this new point of view. Additionally, students will have the chance to apply this systematic worldview and radical doubt to contemporary issues from newspapers and magazines.

### ***Sustainability in Action I***

What does it mean to live sustainably in the 21st century? Is it possible to preserve the environment and promote social equity while maintaining economic viability? What are the barriers to sustainable living and how can they be overcome? In this course, students will undertake a reading survey with the goal of addressing these questions and reflecting on the impact of their own actions. Past works have included *Ismael, The Omnivore's Dilemma* and *Silent Spring*. There will be a summer reading assignment for this course.

PREREQUISITE: *Chemistry*.

CO-REQUISITE: *Biology*.

### ***Sustainability in Action II***

What actions can we take to address issues of sustainability in our own community? This course will help students apply what they have learned in *Sustainability in Action I* as they develop a project to help make AFS a more sustainable community. Students will undertake in-depth research, lead community-education programs, write proposals and present their ideas to the AFS administration. They also may have the opportunity to assist in writing grants to fund their projects.

PREREQUISITE: *Chemistry, Sustainability in Action I*. CO-REQUISITE: *Biology*.

## **COMPUTER SCIENCE**

### ***Java Programming I (one semester)***

This course will provide a basic introduction to computer-programming language using Java. This course is aimed at highly motivated students who have some computer-programming-language background and are proficient in math. Many of the programming assignments deal with solving math problems by writing Java programs. The emphasis of this course is on problem solving, and students are encouraged to think logically and translate it to programming. This course is open to students who are sophomores and above. However, freshmen in good academic standing may, with the permission of the instructor and after passing a pretest, take this course. Students will design, debug and implement simple stand-alone applications using an integrated development environment (IDE). The main IDE for this course is BlueJ. Programs will become progressively more challenging as the class proceeds.

Programming is a task that may not be finished in one sitting and will require additional time outside of the class to complete. Students who take this course should bear this in mind. In addition to programming assignments, students may have to work on some problems on a weekly basis as part of the course work. Students must have their own working computer to do the projects outside of the class.

### ***Java Programming II (one semester)***

The goal of this course is to take students beyond what they have learned in the Introduction to Programming course by introducing them to some of Java's more challenging topics. Students gain experience in Object Oriented Programming and project-based learning in solving real problems with emphasis on problem-solving skills. The course is open to students who have performed proficiently in the Introduction to Java Programming course or have a solid foundation in programming demonstrated by completion of a Java Programming II placement test. There are no particular textbooks for this course, but the following reference books and supplemental handouts are used in this course: 1- *Think Java - How to Think Like a Computer Scientist*; 2- *Object First with Java*; 3- *Core Java Fundamentals*.

### ***Computer Aided Design with an Introduction to Engineering (full year - not offered in 2019-20)***

Students are introduced to technology, engineering and Computer Aided Design (CAD) through the course's practical, real-world connections and hands-on projects. Students have an opportunity to integrate science, technology, engineering and mathematics (STEM) into the way they view their world with an enhanced understanding of the Design Process, Systems Analysis, Manufacturing Process and other engineering principles. CAD utilizes a collaborative approach to the study of these design methods and principles with a major emphasis on the development of the skills and techniques of electronic drawing. Students will use AutoCAD software to create various two-dimensional (single view, orthographic and isometric) designs, in addition to architectural and engineering design projects. Similar to the real world, the projects will require research and investigation along with meeting design criteria and specifications. This course will enhance the students' awareness of various areas within the architectural and engineering fields, including design fundamentals and styles, construction techniques and structural design. Skills in mathematics, science, communication, teamwork and problem-solving will be emphasized. The course is intended to help students explore and investigate the ways in which they will engineer the world of the future, whether or not they choose to pursue careers in engineering. This course is typically offered in even school years, eg 2016-2017.

PREREQUISITE: *Successful completion of Algebra II.*

### ***Introduction to Robotics (one semester, fall or spring)***

Students will learn the engineering design cycle as they design, build, and program LEGO Mindstorms robots to complete a variety of tasks. Students new to computer programming will use a drag-and-drop interface to learn about algorithmic problem solving. Advanced students will have the option of learning ROBOTC and other advanced topics.

PREREQUISITE: *Algebra I.*



## **HEALTH/WELLNESS/ATHLETICS PHILOSOPHY**

As health educators in a Quaker education community, we believe that we must focus on every aspect of our students' health and wellness. Health/Wellness is tangibly connected to life and experience. We teach the whole child, while honoring individuality, to help empower students to make good decisions and to lead active, productive lives. We encourage students to be active in mind, body, and spirit in all phases of their lives.

Health/Wellness education provides a means to develop and maintain a student's access to education on issues that encourage a student's positive sense of well-being throughout life. The Health/Wellness program utilizes a model which puts emotional well-being and social well-being as a foundational approach to learning.

The Health/Wellness program embraces a concept of learning that includes physical well-being, intellectual well-being, and spiritual well-being at its core. This holistic approach to Health/Physical Education and the partnership within our Athletics program meets our goals in introducing and explaining the full concept of wellness; provides current information on health issues; assists the student in developing a balanced life through understanding the concepts of emotional, physical, intellectual, social and spiritual wellness.

## **HEALTH EDUCATION**

### ***Health — 9th grade***

This course will allow students to examine topics related to all facets of the wellness model — social, emotional, physical, intellectual and spiritual. Topics such as Nutrition, Family Relationships (the shifting dynamics as students gain/seek independence), Healthy Relationships, Sex Education, Gender Identity, Sexuality, Mental Health Issues (including the recognition of harmful stressors for teens and young adults will be discussed), Substance Abuse/Addiction will be studied, with an emphasis on the collateral damage of drug abuse. Basic CPR/AED/First Aid lessons will also be taught. This course will meet for one semester and will be classified as a graded course.

### ***Health — 12th grade***

The purpose of this class is to help prepare seniors for the transition from high school to college. Topics will include separation from family and home; social and romantic relationships; contraception, STIs, consent, date rape, sexuality and gender identity, abusive relationships, harassment; drugs and alcohol (use, abuse and recovery); mental health; nutrition, exercise, staying healthy and preventative care; financial responsibility and student loans; college life; studying and support at college; CPR certification, basic first aid skills; time management and life skills (laundry, cooking, DIY safety, looking for housing and work, insurance, credit lines, filing taxes). This course will meet for one semester and will be classified as a Pass/Fail course.

## **PHYSICAL EDUCATION: ROO PHYSICAL ACTIVITY CREDITS (RooPACs)**

During the 2019-20 academic year, we are introducing **Roo Physical Activity Credit (RooPAC)** opportunities. The goal is to introduce opportunities for students to engage themselves in a program

that lives within the wellness model and is offered during the traditionally scheduled school day, with the addition of time during Music Block (if student is not involved in the music program) and also in our after school time. A student must earn five (5) RooPACs in their ninth grade year, five (5) in their tenth grade year, four (4) in their eleventh grade year and three (3) in their twelfth grade year. All 9th and 10th Graders who take PE as part of their RooPAC accumulation will receive 2 RooPACs for the academic year beginning in 2019-20.

### ***Physical Education***

The Upper School Physical Education department is offering Classic Games/Activities and Personalized Fitness Center Training during school day classes. Instructors will regularly assess each student's participation, attendance and behavior and it will be classified as a Pass/Fail course. Students will be required to complete sessions during the school day over the course of a semester and will receive 2 RooPACs upon completion of the course.

### ***Music Block Wellness***

AFS is offering Fitness Center sessions during Music Block. These classes/sessions will be offered in a 45 minute block during the school day. All students who complete approximately 30-35 sessions in the Fitness Center will receive 1 RooPAC.

### ***Interscholastic Athletics and After School Athletic Programming***

AFS student participation on an interscholastic athletics team may take the form of membership on a Varsity (3 RooPACs per completed season) or Junior Varsity interscholastic team including Ultimate Frisbee (2 RooPACs per completed season), engagement in the instructional Personal Fitness program (students must complete 25 = 1 RooPAC or 50 sessions in a year = 2 RooPACs) or involvement in the fall/spring musical performance as an actor/performer (1-2 RooPACs). We encourage student-athletes to participate on as many interscholastic teams in a year as they are able to commit to in any given year of their Upper School experience.

In the after school hours the Fitness Center will be open Monday through Thursday from 3:30-5pm for personalized fitness programming with our Strength and Conditioning Coordinator. Students will be eligible for up to 2 RooPACs in a year (25 sessions= 1 RooPAC or 50 sessions= 2 RooPACs). The Strength and Conditioning Coordinator takes daily attendance electronically in all sessions.

Personal Fitness meets five days a week after school from 3:30-4:30 pm during each of the three athletic seasons. The chance to engage in this form of wellness is available for the entire school year. Students will be eligible for up to 2 RooPACs in a year (25 sessions= 1 RooPAC or 50 sessions= 2 RooPACs). The AFS Personal Fitness Coordinator takes daily attendance electronically in all sessions.

### ***Team Managers and Student First Responders***

We realize that AFS students are engaged in team activities such as being a team manager or becoming a Student First Responder (SFR). We are granting 1 RooPAC for this activity. Students involved in this capacity are required to be assigned their role by either an interscholastic team Head Coach or the certified athletic trainer, Alexis Bonisese (in consultation with Director of Athletics.)

### ***Performing Arts***

The AFS annual musical production is a viable opportunity to achieve fitness through the performing arts in the Upper School. Students seeking 1-2 RooPACs through involvement in the theater arts productions are required to audition for the productions and must have the permission of Megan Bellwoar Hollinger for final approval.

Technical Theater students will also be considered for 1-2 RooPAC opportunities. The allotment of 2 RooPACs will only be considered for stage managers. Students involved in this capacity for the musical production are required to apply for and must have the permission of both Megan Bellwoar Hollinger and Seth Schmitt-Hall.

### ***Robotics***

The AFS Robotics team begins to meet in the fall and then increases the commitment with added focus on project build and competitions in the winter. This occurs from January up to April (based on an external competition schedule). Student involvement in this capacity does allow for athletic commitments to be carried out. We are granting 1 RooPAC for this activity if a student is a member of this team. Wayne Kurtz or Jillian Ma, must approve membership of each individual on the robotics team.

### ***Outside of AFS Athletic Activities for Consideration***

We understand that there are students who engage in athletic activities outside of the AFS community. In that circumstance, students may use [our online form](#) to receive consideration for Roo Physical Activity Credits (RooPACs). RooPACs issued will be determined by number of hours/week the student engages in their athletic activity.

If there is a competitive/performance schedule that the petitioning student can provide, there is space provided in [the online form](#) for sharing that documentation. Actual numbers of hours per week of involvement in the activity is required in the uploaded information. Parents/Guardians, Coaches/Program Directors are expected to be involved in this process.

The deadline for submitting the online petition request is the fall semester. Failure to meet the requirements of the exemption request may prevent a student from pursuing the option and from receiving RooPAC approval/consideration. Students are still required to meet the annual RooPAC requirements regardless of involvement outside of school.

### ***Medical Waivers***

If there is a medical reason for a student to not participate in a given Physical education class or athletic season, the medical documentation must be provided to either the School Nurse (Physical Education classes) or with the certified athletic trainer (ALL Athletics). No exceptions.

### ***Students Who Attain Ten or More (10+) RooPACS in a Given Year***

Students who attain over ten (10) RooPACs in a given academic year will be lifted up for recognition on a proposed Wellness Wall achievement board in the Richard N. Berman Athletics Center. Students will be recognized by the community during the annual Athletics Recognition Assembly.

<b>Activity</b>	<b>RooPAC designation</b>	<b>Session/course attendance requirements</b>
Varsity Athletics	3	Coaches take attendance. Student-athletes must complete season.
JV Athletics (includes Ultimate Frisbee)	2	Coaches take attendance. Student-athletes must complete season.
Physical Education-offered both semesters	2	Approximately 30-35 classes per semester to be scheduled in by Academic Guidance. A Pass/Fail course.
Music Block Fitness Center	1	30-35 sessions per semester - scheduled
Personal Fitness - after school	1 or 2	1=25 sessions per athletic season 2=50 sessions
Strength & Conditioning - after school	1 or 2	1=25 sessions 2=50 sessions (? in a year or 2 seasons)
Team Manager/Student First Responder (SFR)	1	Team manager expectations coordinated by Head Coach of team. SFR coordinates schedule with Alexis Bonisese, ATC.
AFS US Theater Performance(s)/US Stage Management/US Tech Productions	1-2	Must be confirmed by Megan Bellwoar-Hollinger or Seth Schmidt-Hall.
Robotics	1	Must be confirmed by Robotics Team Head Coach.
Athletic Exemption Request (Students are required to complete number of RooPACs required per year)	1-3 RooPACs issued	Must be approved by Athletics/Wellness Committee. # of RooPACS granted is determined by #hours committed to outside activity and scope of performance intensity.

**Total required RooPACs accumulated per year**

9th Grade	10th Grade	11th Grade	12th Grade
5 RooPACs	5 RooPACs	4 RooPACs	3 RooPACs

## **QUAKERISM**

Abington Friends School strives to put Quaker beliefs into practice. Curricular and extracurricular programs, the processes of governance and the pedagogical viewpoints of faculty and staff are guided by the fundamental belief that there is “that of God” in every individual. The School affirms the testimonies of Friends and seeks to model values consistent with them. Meeting for Worship is an essential part of our heritage as a Quaker school. It provides a weekly opportunity for each individual to become centered and to share a reflective, communal silence. The Community Service Program is designed to help students and faculty better understand and participate in the broader community. Using silence before meetings and classes, holding worship-sharing sessions, and convening town meetings to address concerns are other Quaker practices used in Upper School.

### ***COURSE OFFERING:***

#### ***10th Grade Seminar (one semester):***

This class is designed to raise student awareness regarding issues of social justice and equity related to gender, race, class, sexual orientation, age, ability, religion, socio-economic status and ethnicity. Students explore their own understanding of these issues and learn from each other as they engage in classroom activities and honest dialogue. Students are encouraged to critically examine their own experiences and look carefully at messages they have received and continue to receive from family, friends, media, popular culture, teachers and other sources. Coursework consists of class discussions, personal essays and informal writings. This course is adapted from the National SEED Project on Inclusive Curriculum based at the Center for Research on Women at Wellesley College. This class also includes a unit on Quakerism in which students explore social justice through this lens. The goal of this unit is to provide students with an understanding of the context of the Quaker education they are receiving, and to offer students of all faith traditions (or none) opportunities to reflect on their own spirituality and social values. All sophomores are required to take this seminar class.

## **SENIOR CAPSTONE**

During the month of May, seniors finish their regular class responsibilities and work on their Senior Capstone. The Senior Capstone is a culminating intellectual activity or service project that allows students to explore a passion, idea, or opportunity through in-depth inquiry, work, travel, or service. While collaboration and partnership can occur in Senior Capstones, every senior’s experience will be individual and unique.

To participate in the Senior Capstone, an AFS senior must complete all academic and graduation requirements. School requirements such as AP exams and athletic commitments must be considered in planning Senior Capstones. Seniors must also submit the appropriate application materials on time for their particular Capstone option.

### **AFS seniors can pursue four different options for their Senior Capstone:**

**Creative Endeavors** - Most closely resembling “SIP”, the Creative Endeavors option is designed to give seniors wide latitude in developing their own Capstone. Students may work alone or in a small group, and all Creative Endeavor proposals will be approved by committee. Student applicants must demonstrate a distinctive level of self-discipline and work ethic in order to be approved for their proposal.

**External Internships** - Students can apply to work in an unpaid career-based internship at a business or organization. Internships will also be reviewed by a committee of faculty to determine their suitability. Internships cannot be for a family business.

**Teaching Internships** - Seniors who are interested in working in the AFS Lower or Middle School can apply for a limited number of Teaching Internships. They can request a particular area of the school (Middle School Art, 3rd grade, P.E., etc.) but are not guaranteed that their preference will be available.

**Service and Service Learning** - Seniors who are interested in giving back to the larger community can develop their own service projects or can apply for a limited number of spots in AFS-sponsored service opportunities. Seniors may choose to develop a service-learning project if they desire greater challenge.

Each of these Senior Capstone options has its own application. Seniors who miss the deadlines for a particular application process will not be allowed to apply late, which may limit their options. The requirements, application process, and deadlines for Senior Capstones will be clarified for seniors and their families starting in December of their senior year.

This process will culminate in a celebratory Senior Capstone Showcase Night at the end of May when all seniors will come together to present their capstones to family, friends, faculty and classmates.