



**To  
Seek**  
*intellectual*  
**Adventure**

**AFS**

Abington Friends School

# Upper School *Curriculum* Guide

2023-2024

## ■ AFS 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.

## ■ 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/Director of Studies; the Director of School Libraries; the Director of Technology; the Director of Equity, Justice, and Engagement; 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.

# Table of Contents

<b>INTRODUCTION</b>	1	Visual & Performing Arts Department	18
<b>ACADEMICS AT AFS</b>	1	Non-Departmental Classes	18
Academic Expectations	1	<b>ACADEMIC COURSE DESCRIPTIONS</b>	<b>19</b>
Being Fully Enrolled	2	English	19
Core Courses	2	<i>Honors Courses</i>	19
Graduation Requirements	2	<i>English Course Offerings</i>	20
Minimum Departmental Distribution Requirements:	3	<i>English Electives</i>	20
<b>ACADEMIC POLICIES &amp; PROCEDURES</b>	<b>3</b>	<i>Fall Semester Electives</i>	20
Course Sign-Up and Placement	3	<i>Spring Semester Electives</i>	21
Course Change Procedures (Drop/Add)	4	<i>Fall or Spring Electives</i>	22
Withdrawal	4	HISTORY	23
Midterm Exams	4	<i>Honors Courses</i>	24
Independent Study	5	<i>History Course Offerings</i>	24
Academic Credit and Class Attendance Policy	5	<i>History Electives</i>	25
Grades, Comments, and Transcripts	6	<i>Fall Semester Electives</i>	25
Grade Point Calculations	7	<i>Spring Semester Electives</i>	26
Pass/Fail Option	8	<i>Fall &amp; Spring Semesters</i>	26
Grade of Incomplete	8	MATHEMATICS	28
Late or Unsatisfactory Work	8	<i>Mathematics Electives</i>	31
Academic Probation	8	<i>Fall Semester Electives</i>	31
Multiple Assessments	9	COMPUTER SCIENCE	32
Homework	9	MODERN LANGUAGES	33
Upper School Curriculum Profile	10	<i>Advancement to the Next Level</i>	33
<b>POLICY ON ACADEMIC SUPPORT</b>	<b>11</b>	<i>Placement in Honors &amp; AP Courses</i>	33
Jane Frieder Wilf & Mark Wilf Learning		<i>French</i>	34
Resource Center	11	<i>Spanish</i>	35
Extra Help and Paid Tutoring	12	SCIENCE	37
Extended Time Testing or Special Testing Conditions	12	<i>Honors Courses</i>	37
Short-Term Study Support	12	<i>Science Course Offerings</i>	38
Academic Course Load Policy	13	<i>Science Electives</i>	38
Being Fully Enrolled	13	<i>Fall Semester Electives</i>	39
<b>DAILY SCHEDULE AND PASSING TIMES</b>	<b>14</b>	<i>Spring Semester Electives</i>	40
<b>ACADEMIC DEPARTMENTS &amp; COURSE OFFERINGS</b>	<b>15</b>	<i>Other Electives in the Science Curriculum</i>	40
Library Program	15	VISUAL AND PERFORMING ARTS	40
Technology and Education	15	<i>Fall Semester Electives</i>	41
<b>2023-2024 COURSE LIST BY DEPARTMENT</b>	<b>16</b>	<i>Theatre</i>	42
English Department	16	<i>Performing in an AFS Theatre Production</i>	42
History Department	16	<i>Theatre Course Offerings</i>	42
Mathematics Department	17	<i>Fall Semester</i>	42
Computer Science Department	17	<i>Spring Semester Electives</i>	43
Modern Languages Department	17	VISUAL ARTS	44
Science Department	17	<i>Visual Arts Offerings</i>	44
		<i>Fall Semester Electives</i>	45

<i>Spring Semester Electives</i>	45
<i>Fall and/or Spring Semester Electives</i>	45
NON-DEPARTMENTAL COURSES	46
HEALTH/WELLNESS/ATHLETICS EDUCATION	47
<i>Health Education Course Offerings</i>	47
<i>Community-wide Activities for RooPAC</i>	
<i>Consideration</i>	49
<i>Medical Waivers</i>	50
<i>Three Sport AFS Student-Athlete Recognition</i>	51
<i>Grade-Specific Courses</i>	52
EXPERIENTIAL EDUCATION	53
<i>Experiential Learning Options</i>	54

## 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.

## ACADEMICS AT AFS

### ■ Academic Expectations

The AFS Upper School program is a four-year program (8 semesters) in which all students are required to enroll in and successfully complete at least five core courses in each semester (see explanation of core courses below). Students must earn a grade of D- or better in each academic and Arts course, a Pass in grade-specific courses (Study Skills, Power & Identity, and College Guidance Seminar), and health (9th and 12th grades) and physical education courses.

Students are encouraged to enroll in the most rigorous college-preparatory program they can successfully manage. The Director of Studies, department chairs, college guidance counselors, and advisors all help select course schedules 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 courses are considered to be carrying an academic overload. Any requests for deviations from established graduation requirements must be presented to the Director of Studies and Upper School Director for approval. Students are not allowed to take more than seven courses in any semester, including any grade-specific course.

## ■ Being Fully Enrolled

If a student is not enrolled in a minimum of 5 core courses, they are considered to be under enrolled and may not receive credit for any courses taken in that semester.

## ■ Core Courses

Core courses include classes within the following departments:

- English
- History
- Math/Computer Science
- Science
- World Language
- Arts\*^
- Nondepartmental

\*Music courses require one major (Concert Band, Concert Choir, Strings) plus one minor (Jazz Ensemble, Chamber Singers, Chamber Strings) to be considered a core course. If a student chooses to only take a major course, the course will be considered half a core course, and the student will still need to reach the minimum of 5 core courses to be fully enrolled.

All year-long courses offered count as 2 core courses (1 in the Fall semester and 1 in the Spring semester). All semester-long courses count as 1 core course (in whichever semester they are offered).

Grade-specific courses (Study Skills, Power & Identity, College Guidance Seminar, and 9th & 12th grade health) are required courses but do not count toward the minimum 5 core course requirement.

^Arts classes can only count toward 1 core course in a semester. If a student takes more than one Arts class in a semester, only one of the courses will count toward the 5 core course requirement.

## ■ Graduation Requirements

All students must fulfill minimum departmental distribution requirements in order to successfully graduate from AFS. Any students who transfer to AFS after 9th grade will work with the Director of Studies, Upper School Director, and the student's advisor to modify the student's AFS graduation requirements based on courses taken at the student's previous high school.

## Minimum Departmental Distribution Requirements:

DISCIPLINE	REQUIREMENT(S)
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
10th Grade Seminar: Power & Identity	In 10th Grade
11th Grade Seminar: Topics in College Admissions	Spring semester in 11th Grade
Experiential Learning	3 EL experiences (ExTerm or Global Travel)

## ACADEMIC POLICIES & PROCEDURES

### Course Sign-Up and Placement

Teachers and Department Chairs discuss appropriate course placement with their students. The College Guidance Counselors also meet with 11th graders one-on-one to discuss senior course choices. Students interested in placement into honors and/or AP courses will receive detailed instructions for the application process and will learn whether they've been recommended for an honors and/or AP course before Spring Conference Day.

During Spring Conference Day, students complete a course-request form and review it with their advisors and parents/guardians. Priority is given to putting students in their correct next-in-sequence courses; every attempt is made to accommodate a student's first choice for all other courses. Some requests cannot be honored due to scheduling constraints.

Students new to AFS begin the course selection process once they've been enrolled. All newly enrolled students are also required to take a placement test for World Languages and Mathematics, in order to determine the best course match for the student's skills and proficiency in each academic discipline. Any new student who wishes to be placed in an

honors and/or AP course will need to complete a placement test or other process as determined by the appropriate Department Chair.

## ■ Course Change Procedures (Drop/Add)

Schedules provided to students for the subsequent school year are assumed to be accurate for both semesters. Over the summer, students will be provided information about how to request a change to their schedule. Once the school year begins, students will have one week to submit any course change requests for full-year courses and Fall semester courses, and must complete the online course request form, which is processed by the College Guidance Office. The College Guidance Office will attempt to accommodate change requests, but not all requests can be honored because of scheduling constraints.

Second semester schedules will be distributed prior to midterm exams. Students will also receive information about how to request a change to their Spring semester schedule. The Drop/Add period will occur during the first week of spring classes (students must complete the online course request form). Course changes are subject to course availability and schedule constraints. Changes in a senior's second semester program will be reported to colleges where the student has applied and/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, will determine if the student may withdraw. This change will be noted on the school transcript as W. Students are required to maintain a schedule of at least five courses each semester within the core academic subjects, unless the Student Support Team has made recommendations for a lighter course load, so it is important to make certain that withdrawing from a course does not leave a student with an inadequate academic load.

## ■ Midterm Exams

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 midterm 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. If a student is excused from an exam, they must take the missed exam on the scheduled make-up date.

The Wilf Center coordinates any support on exam days for students who receive documented accommodations.



## ■ Independent Study

11th and 12th grade students whose interest or abilities exceed our regular course offerings may petition to pursue an independent study for credit.

The proposed independent study must meet the following requirements:

- It must be a sixth course, not one of the five required to be fully enrolled.
- It must be an original course topic that isn't covered by the AFS curriculum nor a course that already exists with a curriculum (e.g. an AP course that we don't offer).
- There must be a teacher who is willing and able to support the independent study by meeting with the student on a consistent basis and providing a report card comment.
- The student must turn in a type-written proposal that includes a paragraph description of the independent study and a syllabus of the topics to be covered, books/essays/art/music that will be used for learning, and signatures from the teacher who's supporting the study, the student's advisor, and the student's parents.

The deadline for any independent study (to occur in the fall or spring of the school year) is May 2.

The proposal and signatures must be turned in to the Director of Studies.

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

## ■ Academic Credit and Class Attendance Policy

Consistent attendance in all classes is essential to students' academic progress at AFS, since the AFS academic program "...is based on experiential and collaborative learning in which interaction between teacher and students forms the basis for student achievement." 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 & Wellbeing 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 (GPA).

Only grades earned in courses taken at Abington Friends School are included in the calculation of the GPA. AFS does not include courses taken outside of the school (including graded summer courses) in the GPA calculation, nor does it include those courses on the student's AFS transcript. Students who transfer into AFS will have the transcript from their previous institution submitted along with their AFS transcript to the colleges they apply to. 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 GPA based on grades earned in English, history, world language, math/computer science, arts, and nondepartmental courses. A 4.0 scale is used for regular courses while Honors and AP courses are weighted on a 5.0 scale. AFS does not rank students. Grades from Health, Physical Education, and grade-specific courses (Study Skills, Power & Identity, and College Guidance Seminar) are not included in the calculation of 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)
	P	0.00	0.00	Meets requirements (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, the Director of Student Support & Wellbeing, and the corresponding Department Chair that a student take one course on a Pass/Fail basis. If the student receives a Pass as a final grade for the course, it will be calculated in the student's GPA as the equivalent of a C (75). Courses that are structured as Pass/Fail (i.e. grade-specific courses) do not get factored into a student's GPA.

## ■ Grade of Incomplete

When there is outstanding coursework at the end of the marking period, students will receive a 50%, and that 50% will be factored into the grade. Any extension of a deadline must be approved by the Director of Student Support & Wellbeing 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 provide 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. If the student doesn't raise their grade to a minimum of a C by the end of the next marking period, they may become ineligible for co-curricular activities. Persistent academic difficulties in spite of intervention may result in a student being asked to leave the school.

## ■ Multiple Assessments

In most cases, students are not required to take more than two announced major assessments scheduled on a given day. Immediately after a third major assessment is announced for the same day, it is a student's responsibility to notify their teachers of the conflict and to work with their teacher to arrange an alternate testing time for one of the assessments. If a student fails to make their teacher 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 Canvas 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.

## Upper School Curriculum Profile

	9TH	10TH	11TH	12TH
<b>ENGLISH</b> (4 years)	English 9: Intro to Lit & Writing Skills (No Honors Offered)	English 10 (Honors): Themes in World Literature	<ul style="list-style-type: none"> <li>Semester-long English electives</li> <li><b>AP English Language</b></li> </ul>	
<b>HISTORY</b> (3 years)	History I (Honors): Industrialization in the Modern World	History II (Honors): The 20th Century: Global Acceleration	<ul style="list-style-type: none"> <li>Semester-long history electives</li> <li><b>AP U.S. History</b></li> </ul>	
<b>SCIENCE</b> (3 years)	<ul style="list-style-type: none"> <li>Physics w/ Linear Motion</li> <li>Physics w/ 2 Dimensions*</li> </ul> <p>*2D requires being in more advanced math course work</p>	<ul style="list-style-type: none"> <li>Chemistry</li> <li>Honors Chem</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Honors Bio</li> </ul>	<ul style="list-style-type: none"> <li>Semester-long science electives</li> <li><b>AP Physics</b></li> <li><b>AP Chemistry</b></li> <li><b>AP Biology</b></li> </ul>
<b>MATH</b> (3 years)	<ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>Honors Geometry</li> <li>Algebra II</li> <li>Honors Algebra II</li> </ul>	<ul style="list-style-type: none"> <li>Geometry</li> <li>Honors Geo</li> <li>Algebra II</li> <li>Honors Algebra II</li> <li>Precalculus</li> <li>Honors Precalc</li> </ul>	<ul style="list-style-type: none"> <li>Algebra II</li> <li>Honors Alg II</li> <li>Precalculus</li> <li>Honors Precalc</li> <li><b>AP Calc AB</b></li> </ul>	<ul style="list-style-type: none"> <li>Precalculus</li> <li>Honors Precalculus</li> <li>Trig &amp; Adv Topics</li> <li>Introductory Calc</li> <li><b>AP Calculus AB</b></li> <li><b>AP Calculus BC</b></li> </ul>
<b>LANGUAGE</b> (through level III in the same language)	French I • French II • Honors French II • French III • Honors French III French Conversation & Culture <b>AP French</b>  Spanish I • Spanish II • Honors Spanish II • Spanish III • Honors Spanish III Spanish Conversation & Culture <b>AP Spanish</b>  Conversation and Culture is a 2-year sequence. Students can complete the curriculum in 1 or 2 years of study			
<b>ARTS</b> (3 courses)	Music	Theatre (semester and year-long courses)		Visual Arts
<b>Grade-specific Requirements</b>	9 <sup>th</sup> grade Health	10 <sup>th</sup> grade Seminar: Power & Identity	11 <sup>th</sup> grade Seminar: Topics in College Admissions <i>(beginning with the class of 2023)</i>	12 <sup>th</sup> grade Health

## POLICY ON ACADEMIC SUPPORT

In order to provide assistance to our students, AFS employs a Director of Student Support & Wellbeing, a Learning Specialist, two Counselors and a 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 & Wellbeing, the Consulting Psychologist, two School Counselors 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 requests a meeting with SST.
- Psychoeducational Testing has been completed.

SST also meets weekly with the Upper School Director, Director of Studies, Director of College Guidance, and Dean of Students, to share necessary information in order for students to be supported in other areas of their academic and co-curricular life, as appropriate.

If support 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 will meet with the child's parents/guardians 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 & Mark Wilf Learning Resource Center

The Learning Resource Center provides:

- Assistance to Middle and Upper School students as they build their repertoire of skills.
- Study Skills class 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.
  - ▶ Strategies for studying new and reviewed material
- 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 Wilf Learning Resource Center. When a student's needs exceed what extra help AFS 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 Wilf 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 in the core academic courses (English, history, language, math, science, computer science and advanced art). Students must earn a grade of D- or better in each academic and arts course, and a Pass in grade-specific courses (Study Skills, 10th grade Seminar, and Topics in College Admissions), 9th & 12th grade health, and physical education.

Students are encouraged to enroll in the most rigorous college-preparatory program they can successfully manage. The Director of Studies, department chairs, college guidance 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 Director of Studies and Upper School Director for approval. Students cannot take more than seven courses in any semester, including any grade-specific course.

## ■ Being Fully Enrolled

If a student is not enrolled in a minimum of five courses in the core academic subjects (English, history, world languages, math, science, computer science, and arts), they are considered to be not fully enrolled and may not receive credit for any courses taken in that semester.

## DAILY SCHEDULE AND PASSING TIMES

The new Upper School daily schedule has been created after the lessons learned from the 2020-21 school year. Longer class times and fewer periods a week allow for greater depth of learning. Office hours and more community time supports social and emotional wellbeing and connection.

This is an EXAMPLE of this year's schedule, and the levels may be different.

	Monday	Tuesday	Wednesday	Thursday	Friday
8-8:15	Assembly				Faculty Meeting
8:20	4	1	6	1	
9:20	8	7	3	4	5
10:20					
10:40	Office Hours				
	7	2	5	6	3
11:40					
12:20	Clubs	Advisory	MFW	Clubs	CC
	Lunch				
1:05					
1:10	1	3	8	7	2
2:10					
3:10	6	5	2	8	4

# 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 and 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.

## 2023-2024 COURSE LIST BY DEPARTMENT

Below is a list of the courses being offered for the 2023–2024 school year. Go to the specific department course section to see a description of the course offered and any potential prerequisites.

### English Department

<p><b>FULL YEAR COURSES</b></p>	<ul style="list-style-type: none"> <li>• English 9: Introduction to Literature &amp; Writing Skills</li> <li>• English 10/Honors English 10: Themes in World Literature</li> <li>• AP English Language &amp; Composition (11th &amp; 12th only)</li> </ul>
<p><b>SPECIFIC SEMESTER COURSES (11th &amp; 12th only)</b></p>	<p><b>Fall Semester</b></p> <ul style="list-style-type: none"> <li>• Black Women Writers</li> <li>• The Contemporary Novel</li> <li>• Identity &amp; the Female Experience</li> <li>• Race, Gender, &amp; Mythology: Contemporary Issues in Shakespeare’s Works</li> <li>• World Short Story</li> </ul> <p><b>Spring Semester</b></p> <ul style="list-style-type: none"> <li>• American Romance</li> <li>• Philosophy: Metaphysical &amp; Epistemology</li> <li>• Reading &amp; Writing Creative Nonfiction</li> <li>• Reading &amp; Writing Poetry</li> </ul> <p><b>Fall and/or Spring</b></p> <ul style="list-style-type: none"> <li>• Borders &amp; Borderlands</li> <li>• A Literary History of Philadelphia Writers</li> </ul>

### History Department

<p><b>FULL YEAR COURSES</b></p>	<ul style="list-style-type: none"> <li>• History I/Honors History I: Industrialization &amp; the Modern World</li> <li>• History II/Honors History II: The 20th Century–Global Acceleration</li> <li>• AP United States History (11th &amp; 12th only)</li> </ul>
<p><b>SPECIFIC SEMESTER COURSES (11th &amp; 12th only)</b></p>	<p><b>Fall Semester</b></p> <ul style="list-style-type: none"> <li>• Global Perspectives of Gender &amp; Sexuality Diversity</li> <li>• Modern China</li> </ul> <p><b>Spring Semester</b></p> <ul style="list-style-type: none"> <li>• Echoes of Black Culture</li> <li>• Partisan Politics</li> </ul> <p><b>Fall and Spring</b></p> <ul style="list-style-type: none"> <li>• The History of World War II</li> <li>• Modern Africa</li> <li>• The Modern Middle East</li> </ul>

## Mathematics Department

<b>FULL YEAR COURSES</b>	<ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry/Honors Geometry</li> <li>Algebra II/Honors Algebra II</li> <li>Trigonometry &amp; Advanced Functions</li> <li>Precalculus/Honors Precalculus</li> <li>Introductory Calculus</li> <li>AP Calculus AB</li> <li>AP Calculus BC</li> <li>Multivariable Calculus</li> </ul>
<b>ELECTIVES</b>	<ul style="list-style-type: none"> <li>AP Statistics</li> <li>Statistics A: Collecting and Visualizing Real-World Data (fall)</li> <li>Statistics B: Numerical Methods of Data Analysis (spring)</li> </ul>

## Computer Science Department

<b>FULL YEAR COURSES</b>	<ul style="list-style-type: none"> <li>AP Computer Science Principles</li> </ul>
--------------------------	--

## Modern Languages Department

<b>FRENCH LANGUAGE COURSES</b>	<ul style="list-style-type: none"> <li>French I</li> <li>French II/Honors French II</li> <li>French III/Honors French III</li> </ul>	<ul style="list-style-type: none"> <li>French Conversation &amp; Culture</li> <li>Honors French IV</li> <li>AP French</li> </ul>
<b>SPANISH LANGUAGE COURSES</b>	<ul style="list-style-type: none"> <li>Spanish I</li> <li>Spanish II/Honors Spanish II</li> <li>Spanish III/Honors Spanish III</li> </ul>	<ul style="list-style-type: none"> <li>Spanish Conversation &amp; Culture</li> <li>Honors Spanish IV</li> <li>AP Spanish</li> </ul>

## Science Department

<b>FULL YEAR COURSES</b>	<ul style="list-style-type: none"> <li>Physics with One-dimensional Motion</li> <li>Physics with Two-dimensional Motion</li> <li>Chemistry</li> <li>Honors Chemistry</li> </ul>	<ul style="list-style-type: none"> <li>Biology</li> <li>Honors Biology</li> <li>AP Biology</li> <li>AP Chemistry</li> <li>AP Physics</li> </ul>
<b>SPECIFIC SEMESTER COURSES</b>	<p><b>Fall Semester</b></p> <ul style="list-style-type: none"> <li>Astronomy: Earth &amp; Its Solar System Neighbors</li> </ul> <p><b>Spring Semester</b></p> <ul style="list-style-type: none"> <li>Astronomy: From the Stars to Cosmology</li> </ul>	

--	--

## ■ Visual & Performing Arts Department

<p><b>FULL YEAR COURSES</b></p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Concert Choir</li> <li>• Chamber Singers</li> <li>• Concert Band</li> <li>• Jazz Ensemble</li> <li>• String Ensemble</li> <li>• Chamber Strings</li> </ul> <p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Acting Ensemble</li> </ul> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Advanced Studio Art (w/ AP option)</li> <li>• Drawing Intensive</li> <li>• Painting &amp; Printmaking</li> <li>• Photography II</li> <li>• Photography III/IV</li> </ul>
<p><b>FALL SEMESTER COURSES</b></p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• How Music Works</li> </ul> <p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Introduction to Acting (also offered in the spring)</li> <li>• Introduction to Dance &amp; Movement</li> <li>• Introduction to Technical Theatre: Welcome Backstage</li> <li>• Production Leadership</li> </ul> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Photography I (also offered in spring)</li> </ul>
<p><b>SPRING SEMESTER COURSES</b></p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Introduction to Music Production</li> </ul> <p><b>Theatre</b></p> <ul style="list-style-type: none"> <li>• Introduction to Acting (also offered in the fall)</li> <li>• Improvisation &amp; Devising: Something from Nothing</li> <li>• Lighting &amp; Sound Design</li> </ul> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Ceramics 1 &amp; 2</li> <li>• Photography I (also offered in fall)</li> </ul>

## ■ Non-Departmental Classes

<p><b>FULL YEAR COURSES</b></p>	<ul style="list-style-type: none"> <li>• Publications</li> <li>• Small Farms Experiential Learning I</li> <li>• Small Farms Experiential Learning II</li> </ul>
---------------------------------	---

# ACADEMIC COURSE DESCRIPTIONS

## ■ 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. 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 curricular units.

### *Honors Courses*

The English program prepares all students for the demands of college reading and writing. Honors English 10 and AP English Language give students the opportunity to work at an increased intensity. In honors/AP courses, students can expect to do an extensive volume of reading of complex texts that are above grade level and to complete an extensive portfolio of writing assignments. Honors/AP courses often 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/AP courses on the basis of their demonstrated work and level of independence in previous courses and are placed with the approval of the department. Placement of all students is reviewed annually by the department. Maintaining competent honors level work is a requisite for remaining in honors classes.

## English Course Offerings

### ENGLISH 9:

#### Introduction to Literature & 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 *When the Emperor Was Divine*, *Lord of the Flies*, *Antigone*, and *House on Mango Street*. 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.

### ENGLISH 10 & HONORS ENGLISH 10:

#### Themes in World Literature

---

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

## English Electives

(Open to 11th and 12th graders)

#### Advanced Placement English Language & Composition (yearlong)

---

This AP section demands significant reading and writing, with a strong focus on class discussion and complex rhetorical 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 variety of nonfiction texts ranging from classics to contemporary works. Readings include speeches, private correspondence, pamphlets, editorials, and essays of political and social importance that spark discussion about relevant current events and prompt reflection on the influence of language on individuals and society. Students who register for this course are required to sit for the AP examination.

## Fall Semester Electives

#### Black Women Writers

---

How do Black female writers use their voices and pens to express themselves and seek freedom? Students will analyze and critically assess the concepts and vocabularies used in an attempt to explain and interpret Black female experiences by exploring questions about gender, class, and race in the diaspora. Selected texts may include novels, poems, philosophy, plays, memoirs, and sci-fi short stories by women in the diaspora, including Chimamanda Adichie, Kimberlé Crenshaw, Staceyann Chin, Yaa Gyasi, bell hooks, Zinzi Clemmons, Audre Lorde, Solange Knowles, ZZ Packer, Ntozake Shange, Hortense Spillers, Alice Walker. The various sources will help students identify and analyze themes, focusing on equality, exploitation, girlhood, motherhood, power, and love.



## The Contemporary Novel

This course will acquaint students with contemporary novels by the Jane Austens and F.Scott Fitzgeralds of our own era. This class will read novels by well-established writers like Toni Morrison and Louis Erdrich, as well as up and coming novelists like Claire Vaye Watkins and Akwaeke Emezi. Varied cultures and voices will be represented but authors like Amy Tan, Junot Diaz, Julie Otsuka and Jhumpa Lahiri, and students will examine new forms of the genre such as linked stories and compare them to the themes and issues in canonical texts they have read. Writing assignments will include formal analytical essays and informal responses.

## Identity & the Female Experience

This course will explore literary accounts of the experiences of females in the context of recent American history. Resources include memoirs, movies, novels, plays, poetry, philosophy, and song lyrics. Students will analyze and critically assess the concepts, categories, and specialized vocabularies used in attempts to explain and interpret the coming-of-age experience for females in a society defined by racial and ethnic division, exploitation, exclusion, and marginalization. This course will critically engage texts, media, and song lyrics that explore these issues from an array of perspectives to understand how the intersection of race, ethnicity, gender, class, and sexuality shape social practices and impact persons participating in those practices. We will focus on the social, political, and cultural relations that shape females' lives and experiences.

## Race, Gender, & Mythology: Contemporary Issues in Shakespeare's Works

There is a reason that Shakespeare continues to be taught in English classrooms and colleges the world over: besides the fact that Shakespeare's language led directly to the version of English we speak today, his works and language are just plain fun! In this course, stu-

dents will dive deeper into the works and world of William Shakespeare, exploring a full-length comedy, tragedy, and history play as well as his most famous (and infamous) sonnets. We will also discuss modern works inspired by these works: for example, *The Lion King* and Toni Morrison's *Desdemona*. In doing so, we will explore issues that feel as contemporary as they always have been: gender identity and sexuality, inclusion and 'the other,' the making and losing of power, and, of course, love. This course will be multimodal in nature, including reading, performing, and viewing of our texts, and is accessible to both Shakespeare aficionados and novices.

## World Short Story

Writer Annie Proulx reveals the power of composing a short story: "I find it satisfying and intellectually stimulating to work with the intensity, brevity, balance and word play of the short story." This course will explore literature and culture through the literary art form known as the short story and its translation into English. Students will learn about the short story genre's formal structures and strategies, as well as its place among historical literary movements as it has transformed as a genre over the last 100 years.. In this course, students will read stories from a wide range of authors and devote energy to improving critical writing skills.

## *Spring Semester Electives*

### American Romance

"Love loves to love love" is a quotable sentence by James Joyce. Through the lens of love, American Romance will analyze precursors to contemporary romance novels and examine representations in popular cultural contexts by reading an array of exemplary resources. Students will consider how to contextualize romance fiction historically, socially, and culturally and also cultivate an appreciation for how family dynamics, identity formation, and class factor into conven-

tions of expressions in the genre and modes of reading, listening, and viewing romantic novels, songs, and films. Shakespeare penned, "If it is true that there are as many minds as there are heads, then there are as many kinds of love as there are hearts." We will study many resources about love and romance.

### Philosophy: Metaphysical & Epistemology

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.

### Reading & Writing Creative Nonfiction

In creative nonfiction, writers get to write about themselves and their passions. In its simplest terms, creative nonfiction is true stories well told. It can be a mix of personal essay and investigative journalism; a braid of memoir and scientific research; or a blend of personal narrative with how to make the perfect cup of coffee. In this class students will read both a textbook on writing and examples of the genre. The capstone of the class will be a longer form CNF piece on a topic of the student's own choosing.

### Reading & 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. 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 part of this course's curriculum.

## *Fall or Spring Electives*

### Borders & Borderlands

Borders exist around the world and within all of us. Borderlands are the spaces around those borders. This course will examine literature about borders – borders between nations, between people, within a person, as well as the edges of our own minds and selves. Another focus is borderlands – the communities and cultures that rise up on the sides of borders between nations, the spaces between us, what is alive within us. We will read a variety of genres including novels, short stories and poetry and also write our own pieces on the themes that arise from this focused study on borders and borderlands and all the themes that emerge from those concepts and real world realities.

### A Literary History of Philadelphia Writers

This course will explore the rich history and literature of Philadelphia through the eyes of authors native to this great city. Readings will reach as far back as the 18th century with works from Benjamin Franklin and Edgar Allan Poe to more contemporary pieces from Nathaniel Popkin. The course is designed to provide a study of the city, as well as students' direct experiences in Philadelphia.

## Other Electives in the English Curriculum

---

The following courses are part of the English curriculum but ARE NOT being offered for the '23-'24 school year. Combinations of these courses may be offered in future school years.

- African American Lit
- The American Short Story
- Beat Movement
- Creative Writing
- Film Studies
- History of Hip Hop
- Magical Realism
- Philosophy: Morality & Ethics
- Protest Writing
- Reading & Writing the Short Story
- Socially Immediate Literature: How Do We Understand Injustices?
- Sports Journalism
- Telling Our Stories–Memoir & Autobiography
- Translations–Connections Between Literature & Art
- Utopian & Dystopian Visions in Literature
- World Literature

## ■ 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 by emphasizing the connected character of the world and the diverse nature of the American population. At the heart of the program is the conviction that understanding the concepts, principles and skills of historical investigation is essential for students to make informed judgments about contemporary issues. In AFS History courses, students learn to evaluate sources and become more digitally literate. They pose questions, formulate hypotheses and solve historical problems. They apply their historical thinking to current issues. As a Quaker institution, we intentionally explore the moral and ethical dimension of social and political issues. We encourage students to question assumptions, to listen respectfully to one another, and to develop and articulate their own views.

Research: since research is a key element of the historian's craft, there are research assignments in all history courses. Students in year-long classes complete long-term, independent research projects, using primary sources and historical thinking skills. 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 historical arguments. The Department creates opportunities for students to share their work with a wider audience, which leads them to see both how much they've learned and how many questions remain.

## Honors Courses

While all history classes engage in historical investigation and practice historical thinking skills, honors history classes offer students a more intense experience. Honors classes require more reading, writing and student-led discussions. Honors research demands that students interpret primary documents and evaluate historical scholarship. Students place into regular or honors sections through a process that begins with their expressed interest, and includes demonstrated skills in writing 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 a student 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. 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.

## History 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. They explore how machine-powered technology changed work, cities, and the relationships among people and among countries. "Industrialization and the Modern World" integrates American history and world history, allowing students to examine how people emancipated themselves from enslavement in Haiti, Latin America and the US. Students analyze global migration, including migration to and within the Americas, within Asia and Africa, and from Europe. The course looks comparatively at European, Japanese and US imperial activities, their impact, and how people in India, West Africa and the Philippines (among other places) resisted imperialism. The course teaches students to use written and visual primary sources to support historical thinking, including explaining change over time, causation and context. Students learn the tools of historical research and create research-based projects linking past and present.

### 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 interest in 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 World War I through 9/11. The course integrates US history into world history, by examining how involvement in the first and second World Wars changed the US' role in the world. Students examine the New Deal in the context of a worldwide depression and the US Civil Rights Movement in the context of post-war independence movements in India, the

Middle East, and throughout Africa. The course concludes with an exploration of the post-war world, including the Cold War's influence on political and social movements in the US, China and South Africa. Students in this course hone their historical thinking and research skills. Research projects include both long-term and shorter, individual and group projects.

*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)**

### Advanced Placement United States History (yearlong)

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. 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. All students taking this course are required to sit for the Advanced Placement exam.

## **Fall Semester Electives**

### Echoes of Black Culture

This course will explore African American activism AFTER the Voting Rights Act, challenging the idea that civil rights fizzled out at that point. We will focus on the broader struggle for freedom and self-determination. Using traditional primary sources (including oral histories), poetry, art and music, we will develop a deeper understanding of Black resilience, resistance and community building. Units of study will likely include: The Black Student Movement, Black Arts Movement, Welfare Rights Movement, struggles against police brutality and mass incarceration (from the 1960s to the Black Lives Matter Movement), efforts to reimagine housing, schooling and employment.

### Global Perspectives of Gender & Sexuality Diversity

The course is a study of gender and sexuality diversity from a global perspective. The course begins with an introduction to the complexities of gender and sexuality diversity history: how do people in different time periods and places structure their gender and sexual identities? How can historians gain access to sources that explore aspects of people's lives that they may have worked to keep hidden? What lenses and identities influence our views and understanding of queer identity. The course then explores these issues comparatively, by looking at several case studies of specific places and time periods. Possible cases studies include examples from Africa, Asia, Europe and the Americas. Themes that cross boundaries, including sex trafficking, sexuality and mass media, and

global LGBTQ rights, may also be areas of focus. Students will be expected to follow current events, complete independent research and make presentations.

## **Spring Semester Electives**

### ***Partisan Politics: Peril or Promise?***

---

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 current election cycle. Using a variety of sources (news companies, political websites, social media, and more), we will follow races at the federal, state and/or local levels. After studying existing partisanship, 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 discussions and complete independent research. Following current events in politics is required.

### ***Modern China***

---

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 analyze primary documents and research a topic of their choice related to China.

## **Fall & Spring Semesters**

### ***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 one-semester elective we will examine some of the diplomatic and military issues of the war, but special emphasis will be put on the social and economic impact of the war especially the Holocaust and Japanese Incarceration. We will view the war from multiple perspectives, examining eyewitness accounts and various historical interpretations. Students will engage in a variety of simulations, debates and small research projects. For the fall semester course, students will be expected to read a short fiction or nonfiction book about World War II over the summer.

### ***Modern Africa***

---

“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, first President and Prime Minister of Ghana

In 1914, most of Africa was governed by Europeans. After World War II, nationalist movements throughout the continent gained momentum and power. In 1957, Ghana became independent, and by the mid-1970s, African states had replaced the former colonial powers, except for white-minority rule in Southern Africa. This course will look at how colonialism operated and reshaped countries; how independence was won, and the hopes and challenges that

came with independence. Some themes that will run through our study include nationalism and pan-Africanism, debates about the best forms of political organization, ethnic conflict, and religious and economic issues. How did individuals and families recreate their countries? What were their hopes and strategies? Africa is a huge, diverse continent and within the continent are huge, diverse countries. We will explore some of the developments that occurred across the continent, but we'll focus primarily on Nigeria, Egypt, the Democratic Republic of Congo and Algeria. Students will have the opportunity to choose a country to research in more depth. We will read literature, history and contemporary news accounts and look at African art and film to gain understanding of each country from multiple perspectives. In the latter portion of the course, we will explore how activists in various countries are responding to climate change, food justice issues, and human rights issues. Students will complete a research project inves-

tigating a specific contemporary issue.

### *The 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.

### *Other Electives in the History Curriculum*

---

The following courses are part of the History curriculum but ARE NOT being offered for the '23-'24 school year. Combinations of these courses may be offered in future school years.

- 20th Century Philadelphia History
- American Civil War
- Asian American History & Immigration
- Campaigns & Consequences
- Citizen Activism & Constitutional Law
- Class Matters: Social Inequalities in the U.S.
- From Fallen Timbers to Standing Rock
- Gender & Sexuality Diversity in the 20th Century
- Inquisition & Toleration
- Philadelphia History
- Roman Republic
- U.S. & Latin American: From the Panama Canal to the Border Wall

## ■ 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. Students encounter topics from various branches of mathematics and 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 they can both do 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.

### *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 greater volume of homework assigned in honors classes and students are expected to complete this work with more independence. Placement in an honors course 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.

### *Mathematics Course Offerings*

#### ALGEBRA 1

The Algebra 1 course builds skills in mathematical modeling and algebraic manipulation while getting students acclimated to high school level math engagement. Topics include core building blocks for later algebra and geometry courses such as linear functions, fractions, exponents, and quadratic functions. Additional topics such as alternate counting systems, mathematical magic tricks, imaginary numbers, probability, and basic statistics are

often used to build quantitative reasoning skills and connect them to the world around us. 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 Geometry and Algebra 2. Students will develop key skills in algebraic manipulation and conceptual understanding of algebraic processes.



## GEOMETRY

This course will engage students with investigative units that will teach Geometry facts and techniques and further develop their overall reasoning and problem solving skills. Topics covered will include points, lines, and planes; angle measure and relationships; parallel and perpendicular lines; congruence; polygons; similarity; perimeter; area; volume; and an initial investigation of right triangle trigonometry. 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.

*PREREQUISITE: Successful completion of Algebra 1*

## HONORS GEOMETRY

Honors Geometry is designed for students who have demonstrated strong ability and exceptional motivation in mathematics. 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 are given more challenging assignments and are required to do more complex critical thinking.

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

## ALGEBRA II

Algebra II is a continuation of the algebraic processes begun in Algebra I. Students explore these processes in more depth and with greater sophistication in methods of manipulation. Topics include solving linear, absolute value, quadratic, polynomial, radical, and rational equations; solving inequalities; functions, domain, and range; graphing linear, absolute value, quadratic, polynomial, and radical functions; complex numbers; powers, exponents, and radicals; and manipulation of rational expressions. Additional topics determined by the teacher may include mathematical modeling; sequences and series; introductory probability

and statistics; and matrices. Students are expected to be active participants in the learning process, and the teacher will involve them in the understanding of material through exploratory activities, and class discussions. Appropriate graphing calculator and computer technology is integrated into the curriculum. The TI-84 Plus graphing calculator is recommended.

*PREREQUISITE: Successful completion of Geometry*

## HONORS ALGEBRA II

Honors Algebra II is designed for students who have demonstrated strong ability and exceptional motivation in mathematics. The pace of the course is faster, and the content covered goes beyond the standard Algebra II curriculum. Students cover additional topics including introductory exponential and logarithmic functions. There is a greater emphasis on problem solving and application to real-world problems integrated throughout the course, and conceptual understanding is highly emphasized over rote memorization of skills. The TI-84 Plus graphing calculator is recommended.

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

## TRIGONOMETRY & ADVANCED FUNCTIONS

The course of study includes an overview of trigonometry and advanced topics in algebra, building from what students encountered in Algebra II. The trigonometry part of the course starts with simplest radical form, Pythagorean Theorem and special right triangles. Students then study circular angle trigonometry based in degrees. In the study of advanced topics in algebra, students undertake a comparative look at functions and their graphs. Material covered includes 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. The TI-84 Plus graphing calculator is optional.

*PREREQUISITE: Successful completion of Algebra II*

## PRECALCULUS

Half of this course is a study of trigonometry, which is the study of the relationships of the sides and angles of triangles. Topics covered include circular angle trigonometry, the six trigonometric functions, graphs of the trigonometric functions in radians and degrees, algebraic manipulation of these functions, and solving equations with trigonometric functions. Students will explore trigonometric identities and inverse trigonometric functions as well. The other half of this course involves the study of advanced topics in algebra through taking a comparative look at functions and their graphs. By the end of Precalculus, students will be able to manipulate and analyze features of trigonometric, linear, quadratic, polynomial, exponential, logarithmic, and rational functions. Graphing techniques are emphasized and mastered through hands-on work, then applied and extended using the TI-84 Plus graphing calculator or computer-based graphing applications.

*PREREQUISITE: Successful completion of Algebra II*

## HONORS PRECALCULUS

Honors Precalculus is designed for students who have demonstrated strong ability and exceptional motivation in mathematics. 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. The TI-84 Plus graphing calculator is required.

*PREREQUISITE: Successful completion of Honors Algebra II or Algebra II, with teacher recommendation and summer work*

## INTRODUCTORY CALCULUS

This course is an introduction to the concepts, techniques and applications of differential and integral calculus. It is designed to give an over-

arching understanding of the major concepts in Calculus I and to prepare students for success in a college-level calculus course. Calculus topics explored include limits, average and instantaneous rates of change, differentiation rules, areas under curves, and integration techniques. The course also explores many common applications of Calculus, including related rates, optimization, straight-line motion, and volumes of revolution. Analysis using a graphing calculator or computer-based graphing applications is a vital component of the course.

*PREREQUISITE: Successful completion of Precalculus*

## AP CALCULUS AB

AP Calculus AB is a college-level course aligned with the College Board AP Calculus AB curriculum. This challenging course includes comprehensive coverage of the concepts, techniques, and applications of differential and integral calculus. Proficiency in and retention of algebra and trigonometry are assumed and necessary for success. Calculus topics include limits and continuity; average and instantaneous rates of change; differentiation rules; related rates; analysis of functions; optimization; antidifferentiation techniques; Riemann and trapezoidal sums; the Fundamental Theorem of Calculus; volume; slope fields; solving differential equations; calculus of inverse functions; and L'Hôpital's Rule. The course heavily emphasizes applications, including straight-line motion, among many others. Students are expected to be active participants in the learning process. The teacher will involve them in the introduction and development of material through exploratory activities, and class discussions, and students are often guided in discovering the concepts themselves through a study of patterns and relating their work to prior knowledge.

Students are required to sit for the Advanced Placement AB exam. The TI-84 Plus, or a similar, graphing calculator is required.

*PREREQUISITE: Successful completion of Honors Precalculus*

## AP CALCULUS BC

AP Calculus BC is the study of advanced techniques and applications of differentiation and integration. The course covers the topics of AP Calculus AB but with much greater speed and depth, as well as with advanced techniques and manipulation that are not covered in the AB curriculum. Further BC 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 AB calculus.

Students taking this course will sit for the AP Calculus BC exam. The TI-84 Plus, or a similar, graphing calculator is required.

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

## MULTIVARIABLE CALCULUS

Multivariable Calculus is a course for students who have completed the final course in the standard math curriculum, AP Calculus BC, and are ready for a challenging discussion-based math course. The course uses a problem-based curriculum, where students learn by completing problem sets for homework and then presenting and discussing those problems in class. The class begins with studies of essential pre-calculus background material, including an in-depth look at vectors, matrices, parametric equations, and 3-dimensional graphing. After that, the course dives into the Multivariable Calculus curriculum, broadly covering partial derivatives, multiple integrals, and the many applications of each. Time permitting, the curriculum may progress further to include line integrals, surface integrals, and the theorems associated with them. Students frequently explore topics through the use of technology, including graphing calculators and many computer-based applications. Students must be prepared to share their work with their peers on a daily basis.

*PREREQUISITE: Successful completion of AP Calculus BC, with a score of 4 or 5 on the AP Calculus BC exam*

## Mathematics Electives

The following course is offered for the full year:

### *AP Statistics (yearlong)*

---

AP Statistics is a college-level course aligned with the College Board AP Statistics curriculum. This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course begins with an exploration of data, where students will learn how to describe patterns in both categorical and quantitative one- and two-variable data sets. Students will learn procedures for collecting data and conducting experiments and then undergo a study of probability. The course culminates in a unit on statistical inference for investigating studies measuring proportions, means, chi-square, and slopes. At the end of the course, students are required to sit for the Advanced Placement exam. The TI-84 Plus, or a similar, graphing calculator is required.

*PREREQUISITE: Successful completion of Honors Algebra II or strong completion of non-honors Pre-calculus with that teacher's recommendation*

## Fall Semester Electives

### *Statistics A: Collecting and Visualizing Real-World Data*

---

This course aims to answer these questions: What is data? How do we collect evidence? What are ways to visualize evidence? We start the semester with an exploration of data in the world and in our lives, including a look at data ethics. We will explore the tools and technology we use to sort and graph data. Then we will learn about random sampling, study design, and research design through theory and by examining several examples of real-world studies. After developing an understanding of how to collect data, we will learn to analyze and pres-

ent data through a multitude of graphs – pie charts, bar graphs, histograms, dot plots, and boxplots, along with many “unconventional” graphs that we encounter in the media and in academic sources. The studies and data we examine will cover a range of topics, including the natural and social sciences, policy, sports, and more. Students will be assessed through

a variety of assignments and projects where they collect, present, and analyze data of their choosing.

This course may be taken on its own or in conjunction with Statistics B: Numerical Methods of Data Analysis.

*PREREQUISITE: Successful completion of Algebra 2*

## ***Spring Semester Electives***

### ***Statistics B: Numerical Methods of Data Analysis***

---

This course aims to answer these questions: How do we describe data with math and statistics? How do we analyze data with math and statistics? How do we use data to draw conclusions? How certain can we be about the conclusions that we draw? We will begin the semester with a study of one-variable descriptive statistics, including measures of center, shape, and spread; percentiles and z-scores; and the Normal and other distributions. We will proceed with a study of how to model and make predictions about bivariate data with linear and non-linear regression. The semester will conclude with a study of inferential statistics, including creating confidence intervals and testing hypotheses. Throughout the course, we will aim to do analyses of relevant real-world data, covering a range of topics including the natural and social sciences, policy, sports, and more.

This course may be taken on its own or in conjunction with Statistics A: Collecting and Visualizing Real-World Data.

*PREREQUISITE: Successful completion of Algebra 2*

## **■ COMPUTER SCIENCE**

### ***AP Computer Science Principles***

---

AP Computer Science Principles is an introductory college-level computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. Students will be engaged in the creative aspects of the field through developing computational artifacts based on interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. Creativity, abstraction, programming, and problem solving are core themes of the course. No prior programming experience is necessary. Students are required to take the end-of-course AP Exam and complete a course performance task to be scored for AP credit.

*PREREQUISITE: Strong completion of Algebra II and recommendation from math or science teacher*

## ■ 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 society and historical background enhances the study of language, students are introduced to important socio-economic, political and cultural themes 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 & 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.

## Modern Languages Course Offerings

### French

#### 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.*

#### 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.*

### 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.*

### 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.*

### 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.*

## Spanish

### 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.*

### 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.*

### 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, socio-economic 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.*

### 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.*

### 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.*

## 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 an honors course 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.

## Science Course Offerings

### PHYSICS (WITH LINEAR MOTION)

This introductory course is designed to help students understand the world around them through the lens of physics principles. After starting with a quick unit introducing the core experimental, writing, and computational skills we will study motion, forces, momentum, energy, electricity, and waves. Students will develop critical-thinking and problem-solving skills as they engage with activities and projects. Students will also present work at our annual Science Night. This course is designed to support students as they build up high school level studentship skills and create a strong foundation to use in Chemistry and Biology.

*CO-REQUISITE: Algebra I or Geometry*

### PHYSICS (WITH TWO-DIMENSIONAL MOTION)

This course is an introduction to classical and modern physics. This course covers the same content as Physics with Linear Motion, but in greater detail and with the use of more rigorous math concepts, including trigonometry. Students will develop critical-thinking and problem-solving skills, which will be applied to laboratory activities and a project that will be presented at Science Night. This course is designed for students who have a strong understanding of algebra concepts and the ability to independently apply them to scientific questions.

*CO-REQUISITE: Honors Geometry (or above); Geometry with teacher recommendation*

### 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 introduces the core topics of inorganic chemistry to increase a student's knowledge of the subject matter, build mathematical skills and develop concept application. The content covered is the same as the Chemistry course, but in greater detail with more mathematical analysis and with the expectation of more independent learning. Students are required to complete an Independent Research Project that will be presented at Science Night. Honors placement is at the department's discretion.

### BIOLOGY

This course covers core biological principles, with a focus on evolution, cell biology, molecular biology, and genetics. The goal is to create a foundation of scientific knowledge that students can use to understand and evaluate new scientific developments. Basic laboratory techniques are taught, along with the fundamentals of experimental design.

### HONORS BIOLOGY

This course covers core biological principles (evolution, cell biology, molecular biology, and genetics) in greater depth and with an expectation of more independent learning. Students will learn laboratory techniques and design and conduct experiments. Students in Honors Biology are expected to present work at Science Night. Honors placement is at the discretion of the department.

## Science Electives

Students may supplement their three-year science graduation requirements by choosing from 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.

The following courses are offered for the **full year**:

### Advanced Placement (AP) Biology

This course 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 (or Biology with a placement exam) 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 a student's 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 laboratory work. This is a college-level class, and students are required to 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 (or Chemistry with a placement exam) and permission of instructor.*

### Advanced Placement (AP) Physics

AP 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 cov-

ered 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. This is a college-level class, and students are required to sit for the Advanced Placement Physics C: Mechanics exam. Students receive Honors credit for this course. There will be a summer assignment for this course.

*PREREQUISITES: Physics w/ Linear Motion, Physics w/ Two Dimensions 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.*

## **Fall Semester Electives**

### 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.

This course may be taken on its own or in conjunction with Astronomy: From the Stars to Cosmology.

## ***Spring Semester Electives***

### **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.

This course may be taken on its own or in conjunction with Astronomy: Earth and its Solar System Neighbors.

## ***Other Electives in the Science Curriculum***

The following courses are part of the Science curriculum but ARE NOT being offered for the '23-'24 school year. Combinations of these courses may be offered in future school years.

- Applied Chemistry
- Environmental Science
- Genetics
- Human Biology
- Philosophy of Science

## **■ 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 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 critical thinkers.

### ***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.

### ***Music Course Offerings***

The following courses are offered for the full year:

\*Note that each of the following courses only counts as ½ of a core course, but can be paired to create a full core course. The three “major” ensembles (Concert Choir, Concert Band, Strings Ensemble) are open to the student body. Students who wish to participate in one of the “minor” ensembles (Chamber Singers, Jazz Ensemble, Chamber Strings) MUST also participate in a major ensemble. The major & minor ensembles do NOT need to align (i.e., a student is able to sing in the Concert Choir and play an instrument in Jazz Ensemble).

## CONCERT CHOIR

The Upper School Concert Choir is open to students in all grades. This ensemble collaborates to sing a variety of compositions, ranging from contemporary to classical, from sacred to secular, with a commitment to centering works by artists of color. 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 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.

## CHAMBER SINGERS

Vocalists who audition and are invited to join this ensemble rehearse additional, more advanced musical selections. Students are expected to perform on a regular basis, including concerts at off-campus locations.

*PREREQUISITE: Students must audition for and be invited to join Chamber Singers*

## CONCERT BAND

This ensemble is open to students in all grades who have at least one year experience playing a woodwind, brass, or rhythm section instrument. This ensemble prepares and performs a wide variety of music spanning different periods, genres, and styles. There are two scheduled evening concerts per year, along with the potential for additional school & community performances.

## JAZZ ENSEMBLE

Musicians who are enrolled in any of the music “major” ensembles are welcome to join the Jazz Ensemble. Students are expected to have played their instrument for at least two years – depending on instrumentation, students may be asked to audition for placement in the Jazz

Ensemble. This ensemble prepares and performs standards and current contemporary music in a variety of genres. There are two scheduled evening concerts per year, along with the potential for additional school & community performances.

## STRING ENSEMBLE

The strings ensemble is comprised of string instruments (violin, viola, cello, bass) and rehearses and performs music written specifically for strings. The group meets separately from Concert Band, but does join that larger ensemble in performing music written for a full orchestra.

## CHAMBER STRINGS

Students who play a string instrument and who are interested in doing more advanced repertoire may be part of Chamber Strings, which explores music in multiple genres and has several more performance opportunities than the larger Strings Ensemble.

*PREREQUISITE: Conversation with the instructor and possible audition.*

## *Fall Semester Electives*

### How Music Works

This overview course offers students the opportunity to have a say in their curriculum. At the start of the semester, students are presented with and vote on several different units, all focusing on music and its impact on our history, society, and culture. These units can include the history of American popular music, world music styles, movie & video game music, and music business & entrepreneurship. Through listening, discussion, and analysis, students will gain a greater understanding of music and its place in the world. No prior musical experience is necessary.

## ***Spring Semester Electives***

### **Introduction to Music Production**

---

This class will teach students how to create, manipulate, and produce electronic music. Students will learn the fundamentals of digital audio and Digital Audio Workstations (DAWs), along with fundamental music knowledge and compositional techniques. This course is intended for students with no previous experience working with digital music – existing musical knowledge is helpful but is not required.

## ***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).

### ***Performing in an AFS Theatre Production***

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

### ***Theatre Course Offerings***

The following course is offered for the full year:

#### **ACTING ENSEMBLE (11TH & 12TH GRADES)**

Acting Ensemble is an advanced workshop class for students who have completed "Introduction to Acting" and/or "Improvisation & Devising," 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. Ensemble actors are strongly encouraged 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 & Devising, or permission of instructor.*

## ***Fall Semester***

### **Introduction to Acting (all grades; also offered in spring semester)**

---

This course introduces students to the craft of acting. The class begins with improvisation, ensemble building and observation. The class then learns text analysis from the actor's point of view, focusing on motivation, tactics, behavior and relationships. The actors apply these techniques in scene-work and solo performance. Students will leave this class with the basic skills an actor needs to begin building their craft.

## **Introduction to Dance & Movement (all grades)**

---

This class introduces students to the basics of contemporary dance through physical practice. We cover movement vocabularies from Classical Ballet to Graham to Hip Hop as well as the performance disciplines of Suzuki, Le Coq and Frantic Assembly. Students will leave this class with a deeper understanding of the language of movement and a foundation for physical performance.

*This course is approved for receiving 2 RooPac credits.*

---

## **Introduction to Technical Theatre: Welcome Backstage**

---

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.

## **Production Leadership**

---

Designed to coordinate classroom learning with hands-on experience, this course places an emphasis on the process, the leadership needs, and the responsibilities that are necessary in creating a theatrical production. Students would hold a leadership role in producing an AFS mainstage show. These roles can include Stage Manager, Technical Direction, Scenic Design, Master Electrician, Lighting Design, Sound Design, Sound Engineering, and Properties Master. The class is expected to be a part of the rehearsal process and/or technical builds, so after school commitment is required for at least one AFS production.

*Prerequisites: Intro to Technical Theatre*

## **Spring Semester Electives**

### **Improvisation & Devising: Something from Nothing (all grades)**

---

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 and then turn our focus to textual, vocal and physical approaches to building an original performance, i.e. devising. This class will culminate in a public showing of our original devised work.

### **Introduction to Acting (all grades; also offered in fall semester)**

---

This course introduces students to the craft of acting. The class begins with improvisation, ensemble building and observation. The class then learns text analysis from the actor's point of view, focusing on motivation, tactics, behavior and relationships. The actors apply these techniques in scene-work and solo performance. Students will leave this class with the basic skills an actor needs to begin building their craft.

### **Lighting & Sound Design**

---

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 9th grade Physics.*

## ■ 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.

### *Visual Arts Offerings*

The following courses are offered for the **full year**:

#### ADVANCED STUDIO ART (WITH AP OPTION)

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.*

Advanced Studio Art students have the option of creating additional works to meet the AP requirements.

#### DRAWING INTENSIVE

### Other Electives in the Theatre Curriculum

The following courses are part of the Theatre curriculum but ARE NOT being offered for the '23-'24 school year. Combinations of these courses may be offered in future school years.

- Writing for Stage & Screen

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 & PRINTMAKING

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.*

#### PHOTOGRAPHY II

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

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.*

## Fall Semester Electives

### Drawing

---

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.

## Spring Semester Electives

### Ceramics

---

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.

## Fall and/or Spring Semester Electives

### Photography I

---

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.*

## ■ NON-DEPARTMENTAL COURSES

These courses count toward the required course load, but do not fulfill specific departmental requirements.

The following course is offered for the **full year**:

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

Students on the yearbook staff study graphic design and technology related to yearbook publication. They collaborate on a theme and then organize, plan and design layouts as they work to produce the yearly AFS yearbook, *The Outward Bound*. Students will become proficient in manipulating digital photos and will gain mastery in web-based publishing software. Time may also be spent on graphic design projects for other school publications and platforms.

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.

### *Small Farms Experiential Learning I/II*

In this year-long course—rooted in the core ideas of food justice, food sovereignty, and environmental stewardship—students will develop competencies in growing food and beekeeping. They will be expected to do work that can include tending to various campus growing spaces (including the greenhouse), working in the bee yard, and collaborating with external partners, such as the Tookany-Tacony Frankford Watershed (TTF) and Philly Forests. Independent projects will be a key component of a student’s academic experience, providing an opportunity to dive deep into a specific topic of interest.

This course is for credit and will show up on a student’s transcript.

Students may take this course for a second time, with expanded responsibilities

This course is also worth 1 RooPAC credit.

## ■ HEALTH/WELLNESS/ATHLETICS EDUCATION

We believe that as health educators in a Quaker education community, 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 include students in steadfast, engaged learning that lifts up all students. 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, emotional 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 Course Offerings*

The 9th and 12th grade health education courses are required, and students should plan accordingly when selecting courses for the year (knowing that the health course will occur in either the fall or spring semester).

#### 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 (with an emphasis on recognizing signs of Bullying, Sexual Harassment, Relationship Abuse), Sex Education (Statistical information on STIs, and current concerns for teens), 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. 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; 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*

**PHILOSOPHY:** We believe that physical activity contributes significantly to the growth, development and well-being of all Upper School students. Abington Friends School is utilizing a Wellness model to give all Upper School students sound knowledge, skills, attitudes as well as the confidence to enjoy a lifetime of healthful physical activity.

RooPAC Requirements:

*A student must earn:*

9th Grade = Five (5) RooPACs	11th Grade = Four (4) RooPACs
10th Grade = Five (5) RooPACs	12th Grade = Three (3) RooPACs

All Upper School students (9th-12th grades) who take PE as part of their RooPAC accumulation will receive 2 RooPACs for the academic year

## *Physical Education Course Offerings*

Offered for the fall or spring semester:

### **PHYSICAL EDUCATION/WELLNESS CLASS**

The Upper School Physical Education department is offering Classic Games/Activities and Personalized Fitness Center Training during school day classes. The Instructor 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.

## *Interscholastic Athletics & After School 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. Ultimate Frisbee is a Varsity sport (3 RooPACs per completed season). Also eligible for credit is engagement in the instructional Personal Fitness program (students must complete 30 = 1 RooPAC or 60 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 with as many interscholastic teams in a year as they are able to commit to in any given year of their Upper School experience.

### **FITNESS CENTER ROOPACS**

In the after school hours the Fitness Center will be open Monday, Tuesday, Thursday and Fri-

day from 3:30-5:15pm for personalized fitness programming with our Strength and Conditioning Coordinator. Students will be eligible for up to 2 RooPACs in a year (30 sessions=

1 RooPAC or 60 sessions= 2 RooPACs). The Strength and Conditioning Coordinator takes attendance in all sessions.

### YOGA ROOPACS

Yoga class meets one day a week after school from 3:30-4:30pm 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 1 RooPAC in a year (25 sessions= 1 RooPAC). The AFS Personal Fitness Coordinator takes attendance electronically in all sessions.

## *Community-wide Activities for RooPAC Consideration*

### TEAM MANAGERS & 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 2 RooPACs 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 the Director of Athletics, Jeff Bond).

### PERFORMING IN THE MUSICAL

## *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 1 to a maximum of 4 Roo Physical Activity Credits (RooPACs). RooPACs issued will be determined by the number of hours/week the student engages in their athletic activity. Individual consideration will be given by the Athletics/Wellness Committee for an appeal to the maximum of 4 RooPACs, should a family feel that their child's athletic activities are far more involved in the year.

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 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 musical are required to audition for the production and must have the permission of Kittson O'Neill for final approval.

### STAGE MANAGEMENT

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 Kittson O'Neill 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 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 2 RooPACs for this activity if a student is a member of this team. A Faculty Advisor/Coach must approve membership of each individual on the robotics team.

Those students who engage in a physical activity outside of AFS which involves a time commitment commensurate with or exceeding that of a varsity level sport will have the ability to receive 3 to 5 RooPACS per year for their activity. A student's RooPAC determination will be made by the Athletics and Wellness Committee based on a submitted application and committee consideration.

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 to the certified athletic trainer (ALL Athletics). No exceptions.

## Three Sport AFS Student-Athlete Recognition

Students who are three sport team members at AFS in a given academic year will be lifted up for recognition at the annual Athletics Recognition Assembly.

Activity	RooPAC designation in points annually	Session/course attendance requirements
Varsity Athletics	3	Coaches take attendance. Student-athletes must complete the season.
JV Athletics	2	Coaches take attendance. Student-athletes must complete the season.
Physical Education/Wellness Class - offered both semesters during the school day	2	Approximately 30-35 classes per semester to be scheduled by Academic Guidance. A Pass/Fail course.
Yoga - after school (Wednesday)	1	1= 25 sessions per athletic year
Strength & Conditioning w/ Jason - after school	1 or 2	1=30 sessions 2=60 sessions (in an academic year)
Team Manager/Student First Responder (SFR)	2	Team manager expectations coordinated by the Head Coach of the team. SFR coordinates schedules with our certified athletic trainer.
Musical or Play Performance/ Stage Management/Tech Productions/Dance classes	1-2	Must be confirmed by the Theater Director or Technical Director.
Robotics	2	Must be confirmed by the Robotics Head Coach.
Athletic Exemption Request (Students are required to complete number of RooPACs required per year)	3-5 RooPACs issued, determined by hours committed to outside activity and performance intensity.	Students must use online form for submittal of activity and # of hours. Must be approved by the Athletics/Wellness Committee. Email Director of Athletics for online form.
Small Farms Experiential Learning (course)	1	Students must be a rostered member of the course and must pass the course to receive credit.

### Total required RooPACs accumulated per year

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

## ***Grade-Specific Courses***

### **POWER, IDENTITY, & SOCIAL CHANGE**

Offered in fall & spring semesters

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.

### **COLLEGE GUIDANCE SEMINAR**

Offered in spring semester

This course is designed to cover the ins and outs of the college application process, as well as provide foundational knowledge on college admissions in general. The seminar will provide an overview of types of higher education options and elements of the college experience (study abroad, internships and research), as well as alternatives to the traditional four year model. Students will learn how to search for colleges with a focus on finding their best individual fit through utilizing resources such as Scoir and other college search tools. Students will also gain a critical understanding of policies within the college admissions process such as holistic admissions, test optional policies, affirmative action, financial aid, scholarships and more.

This course is required for all juniors and will be designated as a Pass/Fail course.



## ■ EXPERIENTIAL EDUCATION

Experiential learning is the act of learning by doing. Deeply rooted in Quaker principles of discernment and deepening understanding, experiential learning activities bring the world to AFS and AFS to the world.

The most consistent way in which students participate in experiential learning is through their courses. Teachers work independently and with the Director of Experiential Learning to develop meaningful learning experiences for students that uplift the classroom work of critical reading, writing, and thinking. Teachers connect with speakers and industry professionals, create off-site field trips and develop authentic opportunities for students to demonstrate their learning.

In addition, The Center for Experiential Learning collaborates with faculty to offer a number of programs to students:

### **GLOBAL TRAVEL PROGRAM**

All 9th–12th grade students have the option to participate in multi-day small cohort trips to domestic and international destinations. Trips take place in late May through early June.

### **QUAKER EXCHANGE**

Students who choose to do so travel to Tasmania, Australia and attend school at Hobart Friends School during the summer following their 9th grade year, and their exchange partners stay with them and attend classes at AFS during the winter of their 10th grade year.

### **CAREER EXPLORATION**

Students in 10th and 11th grade can opt into career exploration programs where they learn alongside industry professionals about various career roles within a field. Currently programs are offered in the arts, business, law and medicine.

### **EXPERIENTIAL TERM**

All 9th - 11th grade students finish each school year by participating in a multi-week experiential learning course. The courses are usually led by two teachers from different disciplines, are hands-on, and often include off-site opportunities.

### **SENIOR CAPSTONE**

All 12th grade students complete a senior capstone project during the month of May. Students work with mentors or supervisors to complete their work, and they present their accomplishments to the community. (see detailed explanation of senior capstone below)

## *Experiential Learning Options*

	GLOBAL TRAVEL	QUAKER EXCHANGE	CAREER EXPLORATION	EXPERIENTIAL TERM	CAPSTONE
9TH	offered	offered		required	
10TH	offered		offered	required	
11TH	offered		offered	required	
12TH	offered				required



**AFS**

Abington Friends School

*Preschool–Grade 12 Quaker School*

575 Washington Lane  
Jenkintown, Pennsylvania 19046

[www.abingtonfriends.net](http://www.abingtonfriends.net)