



**To
Seek**
intellectual
Adventure

AFS
Abington Friends School

Upper School *Curriculum* Guide

2024-2025

■ 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; and the Director of College Guidance/Director of Studies, 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

AFS Mission Statement	ii	2024-2025 COURSE LIST BY DEPARTMENT	16
Statement of Philosophy	ii	ENGLISH DEPARTMENT:	16
Upper School Curriculum Committee	ii	HISTORY DEPARTMENT:	16
INTRODUCTION	2	MATHEMATICS DEPARTMENT:	17
ACADEMICS AT AFS	2	COMPUTER SCIENCE DEPARTMENT:	17
Academic Expectations	2	WORLD LANGUAGES DEPARTMENT:	17
Being Fully Enrolled	3	SCIENCE DEPARTMENT:	17
Core Courses	3	VISUAL & PERFORMING ARTS DEPARTMENT:	18
Graduation Requirements	3	NON-DEPARTMENTAL CLASSES	18
Minimum Departmental Distribution Requirements:	4	ACADEMIC COURSE DESCRIPTIONS	19
ACADEMIC POLICIES & PROCEDURES	4	ENGLISH	19
Course Sign-Up and Placement	4	<i>Honors Courses</i>	19
Course Change Procedures (Drop/Add)	5	ENGLISH COURSE OFFERINGS (2024-2025)	20
Withdrawal	5	<i>English Electives (Open to 11th and 12th graders)</i>	20
Midterm Exams	5	<i>Fall Semester</i>	20
Independent Study	6	<i>Spring Semester</i>	22
Study Away Policy	6	<i>Fall or Spring</i>	23
Academic Credit and Class Attendance Policy	7	<i>Other Electives in the English Curriculum</i>	24
Grades, Comments, and Transcripts	7	HISTORY	25
Grade Point Calculations	8	<i>Honors Courses</i>	25
Pass/Fail Option	9	HISTORY COURSE OFFERINGS (2024-2025)	26
Grade of Incomplete	9	<i>HISTORY ELECTIVES (Open to 11th and 12th graders)</i>	27
Late or Unsatisfactory Work	9	<i>Fall Semester</i>	27
Academic Probation	9	<i>Spring Semester</i>	28
Multiple Assessments	10	<i>Other Electives in the History Curriculum</i>	29
Homework	10	MATHEMATICS	30
Upper School Curriculum Profile	11	<i>Honors Courses</i>	30
POLICY ON ACADEMIC SUPPORT	12	MATHEMATICS COURSE OFFERINGS (2024-2025)	31
Jane Frieder Wilf and Mark Wilf Learning Resource Center	12	<i>Mathematics Electives</i>	33
Extra Help and Paid Tutoring	13	<i>Fall Semester</i>	34
Extended Time Testing or Special Testing Conditions	13	<i>Spring Semester</i>	34
Short-Term Study Support	13	COMPUTER SCIENCE	35
DAILY SCHEDULE AND PASSING TIMES	14	WORLD LANGUAGES	35
ACADEMIC DEPARTMENTS & COURSE OFFERINGS	15	<i>Advancement to the Next Level</i>	35
Library Program	15	<i>Placement in Honors and AP Courses</i>	35
Technology & Education	15	<i>World Languages Course Offerings (2024-2025)</i>	37

<i>French</i>	37
<i>Spanish</i>	38
SCIENCE	41
<i>Honors Courses</i>	41
<i>Science Course Offerings (2024-2025)</i>	42
<i>Science Electives</i>	42
<i>Semester Elective</i>	43
<i>Other Electives in the Science Curriculum</i>	43
VISUAL AND PERFORMING ARTS	44
<i>Music</i>	44
<i>Music Course Offerings (2024-2025)</i>	44
<i>Fall Semester</i>	45
<i>Spring Semester</i>	46
<i>Theatre</i>	46
<i>Performing in an AFS Theatre Production</i>	46
<i>Theatre Course Offerings (2024-2025)</i>	46
<i>Fall Semester</i>	46
<i>Spring Semester</i>	47
<i>Visual Arts</i>	48
<i>Visual Arts Course Offerings (2024-2025)</i>	48
<i>Full Year</i>	48
<i>Fall Semester</i>	49
<i>Spring Semester</i>	49
<i>Fall and/or Spring Semester</i>	49
<i>Non-Departmental Courses</i>	50
HEALTH/WELLNESS/ATHLETICS EDUCATION	51
<i>Health Education Course Offerings (2024-2025)</i>	51
<i>Physical Education</i>	52
<i>Physical Education Course Offerings (2024- 2025)</i>	52
<i>Interscholastic Athletics & After School Athletic Programming</i>	52
<i>Community-wide Activities for RooPAC Consid- eration</i>	53
<i>Outside of AFS Athletic Activities for Consider- ation</i>	54
<i>Medical Waivers</i>	54
<i>Three Sport AFS Student-Athlete Recognition</i>	55
<i>Grade-Sspecific Courses</i>	55
EXPERIENTIAL EDUCATION	56
<i>Experiential Learning Options</i>	57

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, Quaker Leadership, 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, teachers, and advisors all help recommend 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 typically enroll in 5 or 6 academic courses in each semester and are allowed to enroll in up to 7 courses in a semester, including any grade–specific course they must take. AFS believes that students need at least one free period to meet with teachers; collaborate with classmates; engage with experiential learning opportunities; and give their developing brains time to recharge. Students enrolled in more than 5 courses are considered to

be carrying an academic overload. In order to take advantage of an academic overload a student must be in strong academic standing (maintaining at least a B in all their current courses).

■ 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

*Starting in school year 2024–2025, all visual and performing arts classes that meet 4 times per week will be considered as a core course in the same manner as other core academic subjects. This change in policy means that if a student takes 2 arts classes in a semester both courses will count toward the 5 core course requirement.

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

**Music courses: a student must take a major (Concert Band, Concert Choir, Strings Ensemble) and a minor (Jazz Ensemble, Chamber Singers, Chamber Strings) to fulfill one core course. If a student only takes a major, the course will count as .5 of a core course, and the student will need to make up the remaining 4.5 core courses through the rest of their schedule.

■ 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 (semester or full year)
Health Education	9th & 12th grades (fall or spring semester)
Physical Education/Athletics	See RooPAC designation list
Study Skills	Fall semester in 9th grade
10th Grade Seminar: Quaker Leadership	10th Grade (fall or spring semester)
11th Grade Seminar: College Guidance Seminar	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 required to take a placement test for World Languages (French or Spanish) 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, and placement is dependent upon availability in the course.

■ 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.

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. 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 a portion of the semester grade (the exact percentage is determined by each department and is provided to students prior to midterms). 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 in addition to the 5 core courses necessary to be fully enrolled, but cannot exceed the maximum 7 courses.
- It must be an original course topic that isn't covered by the AFS curriculum nor a course that already exists with its own 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 **the first Friday in May**. 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. If approved, the course will appear on the student's transcript with comments and grades given at the same intervals as other courses.

■ Study Away Policy

For course planning purposes, students interested in studying away, either domestically or internationally, must schedule a meeting to discuss their options with the Director of Studies in the fall prior to the year they intend to study away (i.e. a student hoping to study away for the fall semester of 11th grade must schedule a meeting in the fall of 10th grade). Students will need to provide the curriculum guide for any study away program of interest, so that the Director of Studies can approve the program and make sure that the student will stay on track for graduation from AFS.

Once a student has been admitted to their approved study away program, there will be a meeting held with the student and their parents/guardians, the Upper School Director, the Director of Studies, and the Director of Admissions, to put a leave and return plan in place.

It is the student's responsibility to provide AFS with a verified transcript (emailed to the Director of Studies) from the study away program upon returning to campus. Courses taken at a study away program will be treated the same as a student who transfers to AFS from another school. The classes and grades will count toward a student's graduation requirements, but will not be factored into a student's gpa.

For a student studying away in the spring of the school year, the ExTerm requirement will be waived.

■ 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 Upper School Director 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 student's 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 and the exam grade, 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, 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, Quaker Leadership, 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 assignments are scored at the discretion of each department. 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
ENGLISH (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"> Semester-long English electives AP English Language AP English Literature 	
HISTORY (3 years)	History I (Honors): Industrialization in the Modern World	History II (Honors): The 20th Century: Global Acceleration	<ul style="list-style-type: none"> Semester-long history electives AP U.S. History 	
SCIENCE (3 years)	<ul style="list-style-type: none"> Physics w/ Linear Motion Physics w/ 2 Dimensions* *2D requires being in more advanced math course work	<ul style="list-style-type: none"> Chemistry Honors Chem 	<ul style="list-style-type: none"> Biology Honors Bio 	<ul style="list-style-type: none"> Semester-long science electives AP Physics AP Chemistry AP Biology
MATH (3 years)	<ul style="list-style-type: none"> Algebra I Geometry Honors Geometry Algebra II Honors Algebra II 	<ul style="list-style-type: none"> Geometry Honors Geo Algebra II Honors Algebra II Precalculus Honors Precalc 	<ul style="list-style-type: none"> Algebra II Honors Alg II Precalculus Honors Precalc AP Calc AB 	<ul style="list-style-type: none"> Precalculus Honors Precalculus Trig & Adv Topics Introductory Calc Honors AP Calculus AB AP Calculus BC Multivariable Calc
LANGUAGE (through level III in the same language)	<ul style="list-style-type: none"> French I French II Honors French II French III Honors French III French Conversation & Culture AP French 	Conversation and Culture is a 2-year sequence. Students can complete the curriculum in 1 or 2 years of study	<ul style="list-style-type: none"> Spanish I Spanish II Honors Spanish II Spanish III Honors Spanish III Spanish Conversation and Culture AP Spanish 	
ARTS (3 courses)	Music (semester and year-long courses)	Theatre (semester and year-long courses)	Visual Arts (semester and year-long courses)	
GRADE-SPECIFIC REQUIREMENTS	9th grade Health Study Skills	10th grade Seminar: Quaker Leadership	11th grade Seminar: College Guidance Seminar	12th 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 the 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 and Mark Wilf Learning Resource Center

The Learning Resource Center provides:

- Assistance to Middle and Upper School students as they build their repertoire of skills.
- 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.

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 well-being and connection.

This is an EXAMPLE of the 2023–2024 schedule, and the levels may be different in the '24-'25 schedule.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00–8:10 Assembly	8:00–8:10 Assembly	8:00–8:52 Level 6	8:00–8:10 Assembly	8:00–9:00 Faculty Mtg/ Music Block
8:15–9:02 Level 1	8:15–9:02 Level 4		8:15–9:02 Level 2	
		8:55–9:52 Level 7		9:10–9:57 Level 5
9:05–10:02 Level 2	9:05–10:02 Level 5		9:05–10:02 Level 6	
		9:55–10:12 Office Hours		10:00–10:47 Level 3
10:05–10:25 Office Hours	10:05–10:25 Office Hours		10:05–10:25 Office Hours	
		10:15–11:02 Level 1		
10:25–11:12 Level 5	10:25–11:12 Music Block/ Grade Level Specials		10:25–11:12 Music Block/ Grade Level Specials	
				10:50–11:05 Break
		11:05–11:52 Level 2		11:05–11:52 Level 7
11:15–12:12 Level 4	11:15–12:12 Level 3		11:15–12:12 Level 1	
		11:55–12:27 MFW		11:55–12:42 Level 6
12:15–12:52 Music Block/ Clubs	12:15–12:52 Advisory		12:15–12:52 Conscious Communities	
		12:30–1:27 Lunch/ Clubs		
				12:45–1:27 Lunch
12:55–1:27 Lunch	12:55–1:27 Lunch		12:55–1:27 Lunch	
1:30–2:17 Level 3	1:30–2:17 Level 7	1:30–2:17 Level 4	1:30–2:17 Level 7	1:30–2:17 Level 4
2:20–3:10 Level 6	2:20–3:10 Level 2	2:20–3:10 Level 3	2:20–3:10 Level 5	2:20–3:10 Level 1

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, as well as independent reading and research through a wide spectrum of fiction and nonfiction materials. In addition to these broad aims, there is a special focus on acquiring information and books on Quakerism and on fulfilling the needs of our diverse community.

■ Technology & Education

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

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

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

With the launch of new Innovation and Creation Labs 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.

2024-2025 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:

FULL YEAR COURSES	<ul style="list-style-type: none"> • English 9: Introduction to Literature & Writing Skills • English 10/Honors English 10: Themes in World Literature • AP English Literature (11th & 12th only)
SPECIFIC SEMESTER COURSES (11th & 12th only)	<p>Fall Semester</p> <ul style="list-style-type: none"> • The Art of Persuasion • Film Studies • History of Hip Hop • Journalism • Magical Realism • Reading & Writing Creative Nonfiction • Reading & Writing Poetry • Utopian & Dystopian Visions in Literature <p>Spring Semester</p> <ul style="list-style-type: none"> • Creative Writing • Ghostly Matters • Philosophy: Morality & Ethics • Poetry & Pop Music • Satire & Society • Telling Our Stories—Memoir & Autobiography • Writing for Stage & Screen (cross-listed with Arts) <p>Fall and/or Spring</p> <ul style="list-style-type: none"> • African American Literature • The American Short Story • Race, Gender, & Mythology: Contemporary Issues in Shakespeare’s Works • World Literature

HISTORY DEPARTMENT:

FULL YEAR COURSES	<ul style="list-style-type: none"> • History I/Honors History I: Industrialization & the Modern World • History II/Honors History II: The 20th Century–Global Acceleration • AP United States History (11th & 12th only)
SPECIFIC SEMESTER COURSES (11th & 12th only)	<p>Fall Semester</p> <ul style="list-style-type: none"> • Gender & Sexuality Diversity in the 20th century • Echoes of Black Culture • Homelands in TTransition: Contemporary Native American Studies (also offered in Spring) • JFK, Assassinations, & the 1960’s (also offered in Spring) • The U.S. & Latin America <p>Spring Semester</p> <ul style="list-style-type: none"> • Campaigns & Consequences • Homelands in Transition: Contemporary Native American Studies • JFK, Assassinations, & the 1960’s (also offered in Fall)

MATHEMATICS DEPARTMENT:

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

COMPUTER SCIENCE DEPARTMENT:

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

WORLD LANGUAGES DEPARTMENT:

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

SCIENCE DEPARTMENT:

FULL YEAR COURSES	<ul style="list-style-type: none"> Physics with One-dimensional Motion Physics with Two-dimensional Motion Chemistry Honors Chemistry Biology Honors Biology AP Biology AP Chemistry AP Physics
SPECIFIC SEMESTER COURSES	<p>Fall Semester</p> <ul style="list-style-type: none"> Human Biology <p>Spring Semester</p> <ul style="list-style-type: none"> Human Biology

VISUAL & PERFORMING ARTS DEPARTMENT:

FULL YEAR COURSES	<p>Music</p> <ul style="list-style-type: none"> • Concert Choir • Chamber Singers • Concert Band • Jazz Ensemble • String Ensemble • Chamber Strings <p>Theatre</p> <ul style="list-style-type: none"> • Acting Ensemble <p>Visual Arts</p> <ul style="list-style-type: none"> • Advanced Studio Art (w/ AP option) • Drawing Intensive • Painting & Printmaking • Photography II • Photography III/IV
FALL SEMESTER COURSES	<p>Music</p> <ul style="list-style-type: none"> • Music Theory <p>Theatre</p> <ul style="list-style-type: none"> • Introduction to Acting • Improvisation & Devising • Introduction to Technical Theater • Technical Theater Design <p>Visual Arts</p> <ul style="list-style-type: none"> • Drawing • Photography I (also being offered in Spring semester)
SPRING SEMESTER COURSES	<p>Music</p> <ul style="list-style-type: none"> • How Music Works <p>Theatre</p> <ul style="list-style-type: none"> • Introduction to Dance & Movement • Production Leadership • Writing for Stage & Screen (cross-listed with English) <p>Visual Arts</p> <ul style="list-style-type: none"> • Ceramics

NON-DEPARTMENTAL CLASSES

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

ACADEMIC COURSE DESCRIPTIONS

Course descriptions for each academic department

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 (2024-2025)

ENGLISH 9:

Introduction to Literature and Writing Skills

In this course, students are introduced to the basic elements of poetry, fiction and drama.

Readings in recent years have included a wide range of poetry, selected short stories, memoirs, novels and dramas, including *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 AND 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)

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

Advanced Placement English Literature and Composition

The honors section demands significant reading and writing, with a strong focus on class discussion and complex literary analysis. Students concentrate on mastering both in-class and longer analytical essays, with focus on close reading and sophisticated use of textual support. Personal and creative writing assignments provide opportunities for continued practice in other genres, as well. Students read a full range of literature, ranging from classics to contemporary works. Readings in recent years have included poetry by Dickinson and Whitman; essays by Emerson, Fuller and DuBois; poetry and fiction of the Harlem Renaissance; short stories by Poe, Chestnutt, Yeziarska, O'Brien and Lahiri; and longer works of fiction, such as *The Scarlet Letter*, *The Great Gatsby*, *Their Eyes Were Watching God*, *Fences*, *A Mercy*, *Invisible Man*, *Notes From Underground*, and *The Stranger*.

Fall Semester

The following courses will be offered for the **fall semester**:

The Art of Persuasion

In this course students will explore the power of language to persuade, learning how advertisers, filmmakers, authors, and speakers employ rhetorical techniques to effectively manipulate and convince their audiences. We will also learn to incorporate effective techniques into our own writing to hone our own skills of persuasion. Course texts will include a variety of contemporary and non-contemporary short non-fiction like op-eds, essays, persuasive

letters, and speeches from authors like Ralph Waldo Emerson, Malcolm X, George Orwell, Dr. Martin Luther King Jr., Joan Didion, James Baldwin, Zadie Smith, Virginia Woolf, Barack Obama, etc. Additionally, we will “read” and analyze a variety of visual texts like paintings, sculpture, architecture, advertisements, political cartoons, documentaries, TikToks, etc. to explore the ubiquitous nature of persuasion and the ways different types of authors employ visual techniques to persuade. Writing assignments will consist of writing your own argumentative letters, essays, and speeches about topics relevant to you, along with rhetorical analysis essays evaluating how an author employs persuasive techniques to convince the audience of their purpose.

Film Studies

Film Studies will focus on digesting and analyzing film in the same way we do books: what are the important elements of film? How does film structure and storytelling fit into the historical and cultural contexts surrounding it? In the course, students will examine films featuring a diverse range of voices, time periods, and perspectives. They will also learn how to analyze the formal elements of filmmaking, like editing, sound, mise en scène, and lighting. This course will be discussion-based with short papers, projects, and other short assessments.

History of Hip-Hop

Since its appearance in the 1970’s, hip hop has become a billion-dollar, worldwide industry. This course will examine the historical, political, aesthetic, and social roots of hip hop culture and music from its beginnings in the Black and Latino communities to its performances of racialized identities to its place in a global commercial exchange. Students will explore how hip hop has influenced other cultural art forms—advertising, cinema, music video, fashion—to demonstrate its growth into a mainstream cultural phenomenon.

Journalism

This course explores the principles and prac-

tices of journalism as well as journalism’s role in a democratic society. Students will read and analyze a wide variety of newspaper articles from different local, national, and international sources. Students will write many of their own articles including news stories, opinion pieces, profiles, and features. They will have the opportunity to pursue specific areas of interest including sports journalism, arts journalism, and science and technology journalism. They will experiment with other forms of media, developing one of their articles into a podcast. Students will submit articles for possible publication to The Blue and White, AFS’s student-edited newspaper. They will also participate in student contests run by the New York Times. The class will also discuss topics such as news bias, misinformation, the impact of social media, and journalistic ethics.

Magical Realism

Magical Realism often engages with the same elements of narrative realism, but exists in a world where the supernatural is an ordinary, everyday occurrence, which is accepted and integrated into the world. In this course, students will read a number of texts from different cultural contexts, including the selected works of Jorge Luis Borges and Gabriel Garcia Marquez; and Exit West by Mohsin Hamid.

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.

Utopian & Dystopian Visions in Literature

This course will be a literary field trip to the most provocative destination: utopia, which can be translated as “no place.” The class will use novels to provoke thought and discussion about how to define society—what it should be, what it should never be and what it could become. The class will focus on two complementary questions: “What is a Utopia?” and, more problematically, “What is a Dystopia?” The semester will culminate in the creation of each student’s own utopia or dystopia that has been formulated over the course of the semester in response to written works and class discussion. Reading could include More’s *Utopia*, Gilman’s *Herland*, Vonnegut’s *Cat’s Cradle*, Butler’s *Kin-dred*, and Le Guin’s *Dispossessed*.

Spring Semester

The following courses will be offered for the spring semester:

Creative Writing

This course allows students time, space and support to work on creative writing skills and to hone their creative process. Students will choose two major, original works to refine over the course of the semester. This course is a workshop based class, so students will regularly share writing, give constructive feedback and provide encouragement and inspiration for each other. Additionally, we will be exploring various genres of writing and the nuances

of each from a writer’s perspective. We will be discussing the challenges and strategies for creative writers. Students will examine and explore work from professional writers as well as work about the writing process.

Ghostly Matters

This course will explore literary accounts of ghostly presences, haunting legacies, and voices from the past that continue to linger. Ghosts appear in a wide range of literary works with a variety of different purposes. We will consider texts that have used ghosts to address topics such as unresolved grief, political turmoil, economic injustice, the loss of traditional ways of life, and the legacy of the trans-Atlantic slave trade. In addition to looking at poetry, drama, and fiction, we’ll consider anthropological and religious texts that attempt to explain the appearance of ghosts. Students will build their literary analysis skills through a variety of critical essays, and will also have the opportunity to write their own creative texts that engage with hauntings in our own society.

Philosophy: Morality & Ethics

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

Poetry & Pop Music

Shakespeare imagined a poem that would live forever, or at least, “so long as men can breathe and eyes can see.” In this course, we will consider the time that poems create, along with another genre that seems committed to its own self-destruction: the pop song. Where and how do po-

ems or songs last? While a pop hit can get stuck in your head, it's likely to be replaced by another one. In this course we will read and listen to love poems written on bar napkins, mythopoeic epics, dance hits, slow jams, political interventions, ballads, anthems, songs that own the summer, and poems that everyone knows by heart. We'll consider whether today's songs and poems cover the same ground as Shakespeare did centuries ago. Or do new forms bring new feelings? Over the semester, we will be listening to short songs, mostly nominated by students, and reading short texts, slowly and carefully. We'll consider how form and medium impact thematic content. Alongside this close reading and listening, students will build their literary analysis skills and have the opportunity to write their own poems and songs.

Satire & Society

Satire is the art of using humor and exaggeration to criticize and comment on the world around us. In this course, we will explore the definition of satire, the techniques that satirists employ, and the important function that satire plays in society. In our study of satire, we will read and analyze a variety of contemporary and non-contemporary written and visual texts. Course texts include articles from *The Onion* and *McSweeney's*, clips from *Saturday Night Live* and *Key & Peele* as well as films like *Charlie Chaplin's Modern Times*, *Mel Brooks' Blazing Saddles*, *Jordan Peele's Get Out*, and *Greta Gerwig's Barbie*. We will explore writers, comedians, and artists like *Jonathan Swift*, *Jane Austen*, *Oscar Wilde*, *Mark Twain*, *Don DeLillo*, *Dorothy Parker*, *George Carlin*, *Donald Glover/Childish Gambino*, *Tina Fey*, *David Sedaris*, *Jordan Peele*, etc. In this course we will write formal essays analyzing satire and create our own forms of satire in the form of skits, articles, short stories, political cartoons and/or plays.

Telling our Stories — Memoir & Autobiography

This course will examine the place of memoir and autobiography in literary studies, raising such questions as: How reliable is memory?

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

Writing for Stage & Screen (cross-listed with Arts department)

This course will introduce students to the craft of playwriting and screenwriting. Using contemporary plays and screenplays such as *Disgraced* (Ayad Akhtar), *Fairview* (Jackie Sibblies-Drury), *Get Out* (Jordan Peele) and *Jojo Rabbit* (Taika Waititi), students will study the principles of dialogue, character development and structure, and will analyze the dramatic structure of these pieces. They will create their own scripts for performance by generating original work and developing them through a workshop process, completing a one-act play and screenplay treatment by the end of the course. Textbooks used will be *Syd Field's Screenplay: The Foundations of Screenwriting* and *The Playwright's Guidebook* by Stuart Spencer.

This course may be taken to fulfill an Arts elective requirement or English elective requirement. Students must declare at registration whether they are taking the course for Arts or English credit.

Fall or Spring

The following courses are being offered for either fall or spring (based on sign-ups)

African American Literature

What, if anything, is common to African American literature? Does it have a distinct social and cultural purpose? How do African American writers “speak” to each other through their writing? African American literature is varied in its literary and historical representations of race in the U.S. As such, this course will start with a recognition that there is no fixed idea of an African American literary text and will pay particular attention to the ways in which this literature has shifted and left an indelible mark on American literature and culture. Students will complete a variety of writing assignments that center the texts read in their aesthetic, social, and historical contexts. This class will cover texts by writers like Richard Wright, James Baldwin, and Toni Morrison.

The American Short Story

Writer Ann Patchett likens reading short stories to the experience of a swarm of bees: “blocking out sound and sun and becoming the only thing you can think about.” This course will explore literature and culture through the literary art form known as the short story. Students will learn about the short story genre’s formal structures and strategies, as well as its place among historical literary movements, including realism, modernism, and postmodernism. In this course, students will read stories from a wide range of authors and devote energy to improving critical writing skills.

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, students 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 Literature

In World Literature, students will read works of literature from across the world, with the purpose of increasing awareness of historical cultures; sharpening critical reading, thinking, and writing skills; and deepening cultural sensitivity. Some texts covered in this course may include selected works by Haruki Murakami and Ha Jin; *The Lives of Others* (Neel Mukherjee); *Stories of Eva Luna* (Isabel Allende); and *White Tiger* (Aravind Adiga).

Other Electives in the English Curriculum

The following courses are part of the English curriculum but ARE NOT being offered for the ‘24-’25 school year. Combinations of these courses may be offered in future school years.

- Black Women Writers
- Philosophy: Metaphysics and Epistemology
- Literature of Existentialism Thought
- Identity & the Female Experience
- American Romance
- Contemporary Novel

■ 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 (2024-2025)

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)

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

Advanced Placement United States History

Advanced Placement United States History is a yearlong course for juniors and seniors that is the equivalent of a freshman college course and might earn students college credit. The main objective is to enhance understanding of the complexities and the multiple interpretations of U.S. history. Exceptional reading and writing skills, along with a willingness to devote considerable time to independent work, are necessary to succeed. Emphasis is placed on critical and analytical thinking skills, essay writing and interpretation of original documents. Throughout the year, students will be introduced to typical questions used on the AP Exam. 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

The following courses are offered for the **fall semester**:

Echoes of Black Culture: An Introductory Seminar

Consider this course an introduction to Black Studies. We will explore African-American life and culture anchored by a framework that lifts up the longview of the Black struggle for Civil Rights. Echos repeat and reverberate and/or share characteristics with other things. The theme of "echo effects" frames the reflective practice this class requires to make ongoing connections between how the past has influenced the racial dynamics of modern society. *How do we exist as "echoes" of our ancestors in the modern context? What lessons can we*

gather from the long history of the Civil Rights struggle in America? This class focuses on the persistent struggle for freedom and self-determination Black people practice rooted in a wide exploration of the resilience of Black Culture. Using traditional primary sources (including oral histories), poetry, art and music, and selected secondary source scholarship we will develop a deeper understanding of Black resilience, resistance and community building. Students will participate in canvas dialogues, journal writing, student-run Roundtables, media creation, film review, and storytelling.

Gender & Sexuality Diversity in the 20th Century

The course is a study of gender and sexuality diversity of Americans in the 20th century. We will study a variety of individuals, their lives, and the conditions in which they lived. The course begins by discussing definitions of gender and sexuality diversity history. It continues with a review of life in the United States in the 18th and 19th centuries before focusing on the 20th century for the majority of the semester. At the end of the course, we will analyze significant issues of gender and sexuality diversity in the 21st century. Throughout the semester, we will use the book *A Queer History of the United States for Young People* by Michael Bronski and a variety of primary and secondary sources. Students will complete homework, projects, and tests.

JFK, Assassinations and the 1960s: Decoding an Era

**This course is also being offered in the Spring semester

This history course provides an in-depth examination of one of the most pivotal moments in American history—the assassination of President John F. Kennedy—and its profound impact on the tumultuous decade of the 1960s. Students will explore the political, social, and cultural dynamics that defined this era, engaging with primary sources, historical accounts, and multimedia materials to gain a comprehensive

understanding of the events that shaped the assassinations of JFK, RFK & MLK and to think critically about the broader societal transformations that defined the 1960s.

Homelands in Transition: Contemporary Native American Studies

**This course is also being offered in the Spring semester

This course will explore the diverse tapestry of Native American history, with a primary focus on the 20th and 21st centuries. Students will delve into the interplay between tradition and modernity, examining the resilience, creativity, and activism that characterize Native American communities during this period. From the transformative impacts of cultural shifts during the Roaring Twenties to the activism and creativity that shaped the Civil Rights Era and beyond, students will explore key moments such as the Indian New Deal, Termination policies, and the rise of the American Indian Movement. Beyond traditional historical narratives, the course will also delve into the realms of art, activism, and storytelling. Students will analyze the role of Native American artists as cultural advocates and explore how storytelling has been a powerful tool for preserving and transmitting indigenous knowledge. The course will conclude with an analysis of contemporary Native television, film, literature, and popular culture. Students who have taken the previous Native American course in Semester 1 are welcome to join as well as students with no previous experience.

The US & Latin America: From the Panama Canal to the Border Wall, A History of Intervention, Cooperation and Alienation.

This course will examine US foreign policy as it pertains to Latin America. Starting with the turn of the century and the imperialistic policies of Presidents McKinley and Teddy Roosevelt, students will explore the rationale for cunning foreign diplomacy and its impact on the 20th century. The onset of the Great Depression, World War II and the Cold War will influence the US's

view of international order and policy will shift dramatically to the use of proxy troops, CIA-backed military coups and economic intervention which will once again alter the relationship of the two regions. Finally, students will look at the consequences of these policies as they continue to shape contemporary debates on immigration, free trade agreements and issues of social justice. Additionally, students will discuss current events, and they are encouraged to suggest additional topics for analysis and discussion. Readings will include primary and secondary historical sources as well as selections from Latin American literature.

Spring Semester

The following courses are offered for the **spring semester**:

Campaigns and Consequences

The course is a study of historical and present-day elections, and the consequences that the elections have on the United States at the national, state, and local levels. Change over time will be explored by studying and analyzing the candidates, their campaigns, the important issues, and major themes. Using a variety of sources (news companies, political websites, social media, and more), we will follow races at the federal, state, and local levels. After an intensive study of the past and the present, the course finishes with a discussion of the next election cycle. Ultimately, the course will help students to develop an informed opinion on politics and encourage them to be active political participants in the future. Throughout the semester, guest speakers will join us to highlight our study of the past and present. Students will write persuasive essays, participate in debates, and complete a research project. Following current events in politics is required, and there will be a scholarly book read during the semester.

Homelands in Transition: Contemporary Native American Studies

**This course is also being offered in the Fall semester

This course will explore the diverse tapestry of Native American history, with a primary focus on the 20th and 21st centuries. Students will delve into the interplay between tradition and modernity, examining the resilience, creativity, and activism that characterize Native American communities during this period. From the transformative impacts of cultural shifts during the Roaring Twenties to the activism and creativity that shaped the Civil Rights Era and beyond, students will explore key moments such as the Indian New Deal, Termination policies, and the rise of the American Indian Movement. Beyond traditional historical narratives, the course will also delve into the realms of art, activism, and storytelling. Students will analyze the role of Native American artists as cultural advocates and explore how storytelling has been a powerful tool for preserving and transmitting indigenous knowledge. The course will conclude with an analysis of contemporary Native television, film, literature, and popular culture. Students who have taken the previous Native American course in Semester 1 are welcome to join as well as students with no previous experience.

JFK, Assassinations and the 1960s: Decoding an Era

**This course is also being offered in the Fall semester

This history course provides an in-depth examination of one of the most pivotal moments in American history—the assassination of President John F. Kennedy—and its profound impact on the tumultuous decade of the 1960s. Students will explore the political, social, and cul-

tural dynamics that defined this era, engaging with primary sources, historical accounts, and multimedia materials to gain a comprehensive understanding of the events that shaped the assassinations of JFK, RFK & MLK and to think critically about the broader societal transformations that defined the 1960s.

Other Electives in the History Curriculum

The following courses are part of the History curriculum but ARE NOT being offered for the '24-'25 school year. Combinations of these courses may be offered in future school years.

- 20th Century Philadelphia History
- American Civil War
- Asian American History & Immigration
- Partisan Politics
- Citizen Activism & Constitutional Law
- Class Matters: Social Inequalities in the U.S.
- Inquisition & Toleration
- Philadelphia History
- 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 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 (2024-2025)

ALGEBRA I

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 aptitude 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.

PREREQUISITE: Successful completion of Geometry

HONORS ALGEBRA II

Honors Algebra II is designed for students who have demonstrated strong aptitude 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 piecewise functions, 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. The TI-84 Plus graphing calculator is recommended.

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

TRIGONOMETRY AND 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 a suitable 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 technology such

as a 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 aptitude 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 overarching 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 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'Hopital'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 taking this course will sit for the AP Calculus 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 Cal-

culus 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 Calculus of vector functions, 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

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

The following course is offered for the fall semester:

Statistics A: Data Collection and Visualization

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 present 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 con-

junction with Statistics B: Numerical Methods of Data Analysis.

PREREQUISITE: Successful completion of Algebra 2

Spring Semester

The following course is offered for the spring semester:

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

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

Placement in Honors and AP Courses

Honors courses offer students the opportunity for greater depth in language study. Students do more independent work, spend little or no time in the classroom on review, quickly master grammar and phonetics, read more complex texts, employ greater complexity in both spoken and written work and use only the target language in French and Spanish classes. Honors sections are offered in French and Spanish from level 2 through Advanced

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

World Languages Course Offerings (2024-2025)

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 re-

view 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.

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.

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 and have departmental approval.

Science Course Offerings (2024-2025)

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 the AFS Science Festival in April. 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 the AFS Science Festival in April. 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) or Geometry and permission of the department

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 present work at the AFS Science Festival in April. 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 the AFS Science Festival in April. 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. 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 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 1 is designed as a second-year physics course for students who have taken Physics with Two-Dimensions or Linear Physics. It is

an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation.

PREREQUISITES: Completion of Physics w/ Two Dimensions; completion of Algebra II with a grade of A or completion of Honors Algebra II with a grade of B or above; and permission of instructor. Students who have met math prerequisites but who have not completed Physics w/Two Dimensions at AFS will be required to pass a placement test to receive permission to take the course.

Semester Elective

The following course is being offered in both the fall AND the spring semester. Students may take the course in only one semester.

Human Biology

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

CO-REQUISITE: Biology.

Other Electives in the Science Curriculum

The following courses are part of the Science curriculum but ARE NOT being offered for the '24-'25 school year. Combinations of these courses may be offered in future school years.

- Applied Chemistry
- Environmental Science
- Genetics
- Philosophy of Science
- Astronomy: Earth and its Solar System Neighbors
- Astronomy: From the Stars to Cosmology

■ 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 (2024-2025)

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

The following course is offered for the **fall semester**:

MUSIC THEORY

This course introduces students to essential elements of music theory and composition. Students will solidify their knowledge of elementary rudiments of music such as staff notation, note values, meter, major/minor key signatures, triads and seventh chords and their inversions, dictation and other basic fundamental music theory skills. Students will also compose original music in order to learn and apply these skills. This course will benefit all performing musicians, those interested in the fundamentals of music, and people looking to strengthen songwriting, composition, and improvisation skills.

PREREQUISITE: Students must currently play and be reasonably proficient on at least one instrument, understand how to write basic music notation, and be proficient at immediately recognizing the notes on the staff of at least one clef. If this does not describe you, this is not the right course for you!

Spring Semester

The following course is offered for the **spring semester**:

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 (2024-2025)

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

The following courses are offered for the **fall semester**:

INTRODUCTION TO ACTING (ALL GRADES)

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 perfor-

mance. Students will leave this class with the basic skills an actor needs to begin building their craft.

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.

Text, images and ideas created in this year's class may be used in the US spring production, which will earn participants a professional playwriting credit.

INTRODUCTION TO TECHNICAL THEATER: WELCOME BACKSTAGE

In this course, students will explore the design, creation and implementation of various processes involved in theater 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.

TECHNICAL THEATER 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 theater production, including Scenic, Lighting, Sound, and Projections. Students can learn how to use the lighting system and the

computerized light board as well as the sound system in the Muller Auditorium. Students may have opportunities to serve as a Scenic, Lighting, Sound, or Projections Designer 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 set, lighting and/or sound designs.

PREREQUISITE: Successful completion of Introduction to Technical Theater. It is recommended, but not required, that students will have already taken Geometry and 9th grade Physics.

Spring Semester

The following courses are offered for the **spring semester**:

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.

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, Head Electrician, Lighting Design, Sound Design, Sound Engineering, and Properties Master. The class is expected to be a part of the rehearsal process and/or tech-

nical builds, so after school commitment is required for at least one AFS production.

PREREQUISITES: Intro to Technical theater

WRITING FOR STAGE & SCREEN (CROSS-LISTED WITH ENGLISH DEPARTMENT)

This course will introduce students to the craft of playwriting and screenwriting. Using contemporary plays and screenplays such as *Disgraced* (Ayad Akhtar), *Fairview* (Jackie Sibblies-Drury), *Get Out* (Jordan Peele) and *Jojo Rabbit* (Taika Waititi), students will study the principles of dialogue, character development and structure, and will analyze the dramatic structure of these pieces. They will create their own scripts for performance by generating original work and developing them through a workshop process, completing a one-act play and screenplay treatment by the end of the course. Textbooks used will be Syd Field's *Screenplay: The Foundations of Screenwriting* and *The Playwright's Guidebook* by Stuart Spencer.

This course may be taken to fulfill an Arts elective requirement or English elective requirement. Students must declare at registration whether they are taking the course for Arts or English credit.

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 Course Offerings (2024-2025)

Full Year

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

ADVANCED STUDIO ART (W/ 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

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

The following courses are offered for the **fall semester**:

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

The following courses are offered for the **spring semester**:

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

The following courses are offered for the **fall and/or spring semester**:

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 founda-

tions 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.

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.

Non-Departmental Courses

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

The following courses are 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

■ 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 (2024-2025)

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 (FALL OR SPRING SEMESTER)

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 (FALL OR SPRING SEMESTER)

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 literacy; college life; studying and support at college; time management and life skills; also CPR/AED certification training and certification will be offered. 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:

- Five (5) RooPACs in their 9th grade year
- Five (5) RooPACs in their 10th grade year
- Four (4) RooPACs in their 11th grade year
- Three (3) RooPACs in their 12th grade year
- All Upper School students (9th–12th grades) who enroll in PE as part of their RooPAC accumulation will receive 2 RooPACs for the academic year.

Physical Education Course Offerings (2024-2025)

The following course will be offered for the **fall or spring semester**:

PHYSICAL EDUCATION/WELLNESS CLASS

The Upper School Physical Education department will offer 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 Athletic Programming

AFS student participation on an interscholastic athletics team may take the form of membership on a Varsity (3 RooPACs per completed season) or Junior Varsity interscholastic team. Ultimate Frisbee is a Varsity sport (3 RooPACs per completed season). Also eligible for credit is engagement in the Instructional Fitness programs (students must complete 25 = 1 RooPAC or 50 sessions in a year = 2 RooPACs) in the Fitness Center (can be in combination with Instructional Yoga sessions). 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 through Friday from 3:30-5:15 pm for personalized fitness programming with our Strength and Conditioning Coordinators. Students will be eligible for up to 2 RooPACs in a year (25 sessions= 1 RooPAC or 50 sessions= 2 RooPACs). The Strength and Conditioning Coordinator takes attendance in all sessions.

YOGA ROOPACS:

Yoga class meets one day a week after school from 3:30-4:45 pm during each of the three athletic seasons. The chance to engage in this form of wellness is available for the entire school year. Students will be eligible for up to 1 RooPAC in a year (25 sessions= 1 RooPAC). The AFS Personal Fitness Coordinator takes attendance electronically in all sessions.

DANCE CLASSES (NON-ARTS DEPARTMENT VERSION) ROOPACS:

Dance classes (after school) are currently being offered only in the winter season (November-February) on Tuesday and Thursday afternoons. The Dance Instructor keeps attendance for the sessions. Students will be eligible for up to 2 RooPACs for this season of activity. This offering does contain an optional performance piece for AFS Athletic events. Without the performance piece, students are eligible for 1 RooPAC.

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

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.

ARTS DEPARTMENT (INTRO TO DANCE)

See Arts Department course description. Students must be enrolled in this course for RooPAC consideration.

STAGE MANAGEMENT (JMASS)

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.

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.

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 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/ Strength and Conditioning Coaches - 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 (JMASS)/Tech Productions/Enrolled 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.
New 23-24: Winter Season Dance Classes (subject to change depending on participation)	1-2 RooPACs issued at end of season.	Dance Instructor will keep attendance and performance information.

Grade-Specific Courses

9TH GRADE STUDY SKILLS (OFFERED IN THE FALL SEMESTER)

In this weekly workshop, students are guided through the transition to the Upper School. The course focuses on helping students develop the necessary tools for effective studying, executive functioning (such as planning and organizing), and navigating the Upper School and all of its resources. This course is co-constructed with the students to meet their needs as they arise. As student needs tend to be generally similar in the grand scheme of things, I can definitely say that we will cover prioritizing time management, navigating the learning platforms (Canvas, Google, etc.), and coping with stress.

This course is required for all freshmen. This course does not get reported on transcripts but is a graduation requirement.

10TH GRADE SEMINAR: QUAKER LEADERSHIP (OFFERED IN THE FALL OR SPRING SEMESTER):

The Quaker Leadership Seminar provides students a space to develop and practice essential leadership skills and increase self-awareness through a curriculum grounded in Quakerism and Restorative Practices. The course begins with an exploration of the self, including individual identity markers, leadership styles, affects, and shame responses. From there, students will connect their identities and experiences to the Quaker testimonies or SPICES and consider how the values of Simplicity, Peace, Integrity, Community, Equality/Equity, and Stewardship show up in their lives and throughout the student experience at AFS. Students will also explore different kinds of decision making such as voting, consensus making, distributive, and top down forms to enhance their understanding of how they can exercise their voice as young leaders. Lastly, students will consider how they manage conflict and handle the hard conversations that are a necessary part of every leader's learning and growth. The course culminates in a leadership project where students work in teams to consider a need within the AFS community or the broader community where they can spark change.

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

11TH GRADE SEMINAR: COLLEGE GUIDANCE SEMINAR (OFFERED IN THE 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