

# MOORESTOWN FRIENDS SCHOOL UPPER SCHOOL CURRICULUM GUIDE 2010-2011

## ABOUT THIS BOOKLET

This description of Upper School courses and requirements is published annually to help students and their families choose courses for the upcoming year. It is also designed to describe possible courses of study to prospective families.

Every effort has been made to articulate the curriculum precisely. Nevertheless, we understand that the terminology, requirements and variations mentioned in this booklet can be complicated. Therefore, we urge students and their parents to contact the Upper School Director in person or by telephone for clarification.

Many courses in the school are required, and until grade eleven the range of choice is usually limited to science, world language, the arts, minors and athletics. Such limits reflect both a firm belief in the value of a broadly based liberal arts education and a thorough knowledge of current requirements for college admission.

We recognize that the education each graduate carries away is unique. We remain a small school in order to know each student well, to help shape his or her educational program and to work closely with students and parents as they make these important choices. Again, please consult with us if you have any questions.

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## OVERVIEW OF THE CURRICULUM

### GRADUATION REQUIREMENTS, GRADES 9-12

The minimum course requirements for graduation from Moorestown Friends School are:

Major Courses (generally five per term; four or six with special permission)

English:	four years
Mathematics:	three years
Science:	three years
History:	three years to be completed by the end of eleventh grade; students must also take one major elective in Religion or Philosophy in grade 12 or two minors (see below)
World Language:	through level three of one language (see "acceleration" on the next page)

Minor Courses: minor courses, meeting two times in six days, are offered in the arts, mathematics, technology, English, science, world language/culture, history, service, and physical education. For most students in grades nine through 12 two minor courses are required each semester; three if a student elects only four majors. Seniors with two Honors or AP courses may elect only one minor course. Students must take and pass the following minors for graduation:

- New students: Computer Applications
- Grade 9: Public Speaking, Examined Life Program
- Grade 10: Ethics
- Two courses in visual or performing arts
- One course in Technology
- Two courses in Religion or Philosophy (if this requirement is not satisfied by a senior major elective, see above)

Physical Education and Health: students must take Health one quarter per year (driver's education in grade 10), and Physical Education the other three.

### OTHER REQUIREMENTS

Intensive Learning: successful completion of the annual Intensive Learning program in March is required of all students. Intensive Learning is a six-day program that enables students to engage in group-oriented, off-campus learning. Recent topics have been: Grade 9--Philadelphia Neighborhoods; Grade 10--Learning and Communication Styles; Grade 11--Service Learning; Grade 12--Senior Retreat.

Senior Project: seniors are required to design and carry out an independent program of personal learning, usually off-campus, during a four-week period in May. Occasionally a student in serious academic difficulty will be asked to forego this project and remain on campus to complete academic work.

Service Requirement: by the time of graduation students are required to complete 50 hours of community service. Complete documentation needs to be on file with the

Upper School Service Coordinator by end of first semester senior year. Faculty coordinators help students develop appropriate projects.

## **OTHER FEATURES OF THE CURRICULUM**

In grades 10, 11 and 12, students may begin to pursue special interests. We design programs that are tailored to students' strengths, interests and long-term goals.

Honors or Advanced Placement Courses are offered in all academic disciplines. AP courses are meant to be the equivalent of a first-year college curriculum. Experience indicates that students generally need to have demonstrated mastery at the A- level or higher in previous subject-area courses in order to be successful in AP courses. Specific criteria used to determine placement into AP courses can be found at this link: <http://bit.ly/90WyUn>. All students enrolled in AP courses must take the AP exam in May, and families should know in advance that these exams carry an extra fee (\$86 per exam in 2010). AP course offerings in the junior or senior year include:

Math: Calculus AB, Calculus BC, Statistics  
Technology: Computer Science A  
Science: Chemistry, Environmental Science, Biology, Physics B  
World Language: French Language, Spanish Language, Spanish Literature  
English: English Literature  
History: United States History (11), European History (12)  
Arts: Music Theory, Studio Art

English: Creative Writing is offered as a major for grades 11 and 12.

Arts Majors: majors in Art Studio (levels 1 and 2), AP Music Theory, and Theater Arts Honors are offered for Grades 11 and 12. AP Studio Art is offered in grade 12.

Computer Science: Advanced Placement Computer Science A is offered in grades 11 and 12.

Mathematics: majors in Finance and AP Statistics are offered, in addition to the regular math sequences.

Acceleration: eligible students may, with permission from the department chair, accelerate within a particular discipline (e.g., Math, World Language) by tutoring, summer course work, or independent study. School-administered exams, given late in the summer, determine acceleration. Acceleration does not alter the number of courses per discipline required on campus. For example, a student cannot study a level three language over the summer to complete his/her graduation requirement in World Language. However, s/he can study the coursework in order to advance to level four the following year. Generally students need to have performed at the A- level or higher in order to be considered for acceleration.

College Courses: when a student has gone beyond MFS course offerings, we may recommend further study at local colleges. The school does not record grades for this work, but transcripts for these courses may be sent directly to colleges.

The Examined Life Program: The Examined Life program is, along with academic rigor, one of the twin pillars of the MFS Strategic Plan. Applying Socrates' idea that "the unexamined life is not worth living" we developed a set of ideas and outcomes about the nature of an examined life. Four foundational aspects of The Examined Life at MFS form the basis of our work with students. In the classroom and at school events we teach students 1) to think critically; 2) to behave in an ethical manner, think about the ethical implications of their actions, and use critical thinking to understand and respond to ethical dilemmas; 3) to be open to the spirit, something greater than ourselves which informs behavior and decisions; and 4) to respond to difficult experiences with resilience.

All 9<sup>th</sup> grade students take a course introducing them to the fundamentals of The Examined Life program. The goal of the course is to introduce students to the culture of the Upper School such as student government and to foster skills for critical thinking, ethical decision making, spiritual awareness and resilience.

## **GRADES**

All courses give grades of A, B, C, D or NC (no credit). Typically, end of year grades represent an average of the four quarter grades plus a final exam. For seniors, the shortened fourth quarter may count for less, at the teacher's discretion. Students are expected to show competence in all subjects, and continued enrollment at MFS is dependent on maintaining satisfactory academic standing. Students have two weeks from a term's end to make up missing work and resolve Incomplete status.

## **HONOR ROLL**

Students whose quarter grades average A-, and who have no grade below a C, achieve Honor Roll status for that term. Year End Honor Roll reflects four successive quarters of such high achievement. For seniors, the Baccalaureate Honor Roll celebrates those who have been on the Honor Roll for every marking period of their high school career.

## **ATTENDANCE**

Regular attendance is an important component of academic success. Academic credit may be withheld in the case of disproportionate absence (20 days in a year long course; 10 days in a semester long course).

## **BEHAVIOR**

Students are expected to participate positively in the MFS community and to abide by school rules as described in the *Student/Parent Handbook*. Failure to do so may result in separation from the school.

## PROGRAM AND COURSE DESCRIPTIONS

### ARTS

All art courses except Art Studio, AP Studio Art, AP Music Theory and Theater Arts Honors are minor courses. Students with an interest in the arts are urged to speak with the Art Department faculty before choosing courses in order to arrange maximum credit and maximum exposure.

#### VISUAL ARTS COURSES

##### ART AND SPIRIT

Semester

The record of the transcendent spiritual experience of human beings throughout time is recorded in the world of art. Art itself is often seen to embody the presence of a greater Spirit – either in the wearing of a mask, the embodiment of a spirit into a statue or the ritual connections made through prayer beads and Holy texts. This course will explore the connection between art and spirit using film, art objects and writings of mystics. This course can be applied toward the art or religion requirement.

##### STUDIO ART I & II (Grades 11, 12)

Full Year

Students in these courses will be expected to develop mastery in concept, composition and execution of ideas through the development of a comprehensive portfolio that may meet requirements for entry into college-level classes. In constructing the portfolio, students will explore creative thinking, the elements and principles of art and the definition of mark making. Students are responsible for demonstrating mastery at using the elements of art in their work. Students enrolled in both levels of Art Studio must research their ideas for independent projects and document this in a sketchbook journal. Through a goal-planning process, students are guided in setting challenging but attainable creative goals for in-class and independent projects. Students will utilize a set of standards set for the class to gauge their progress and work toward their goals. Prerequisite: two art electives

##### ADVANCED PLACEMENT STUDIO ART (Grade 12) Full Year

This course has been developed to accommodate students who have expressed an interest in completing either the AP Drawing Portfolio Exam or the AP 2-D Design Portfolio. Emphasis will be placed on the production of a volume of quality pieces of artwork. Students will address all three sections of the portfolio: Breadth, Concentration and Quality. Students will be challenged to develop their own personal work. Students will develop mastery of concept, composition, and execution of their personal ideas and themes. Students will also understand that art-making is an ongoing process that uses informed and critical decision making to determine outcomes to problems. Students will be expected to develop a comprehensive portfolio that addresses each of these issues in a personal way. Submission of an AP portfolio in May for either Drawing or 2-D Design is required; there is an additional cost for submission (\$86 in 2010). Prerequisite: Art Studio I

## CERAMICS

Semester

This course will involve student and teacher-designed projects, ranging from the functional to the decorative, with stress on hand building (coil, slab and pinch pots) and glazing techniques. Advanced students in ceramics will work on the potter's wheel and cast plaster molds.

## DESIGN TECHNOLOGY

Semester

This course will introduce students to the design ideas of form, material and function and the way one leads into the other out of necessity. We will work with many fabrication materials, including wood, metal, plastic, silicone rubber and plaster. Students will learn how to make fixtures, jigs or molds to control the fabricating processes. The class will have an opportunity to use a CAD operated carving machine by creating a design on computer and then producing it by machine for incorporation into a project.

## DIGITAL PUBLISHING

Semester

It is easy to save memories of your sports teams, clubs, family and friends in hard bound books, cards and calendars using Adobe Creative Suite and online publishing tools. Students will construct, edit and manipulate the creation of digital publishing through the use of our network.

## FASHION & PHOTOSHOP

Semester

The fashion world now depends on Adobe Photoshop and Illustrator. Come to learn how technological changes have emerged in the fashion world and how we can use these advances to create and manipulate textures, design, colors, patterns and graphics. Design clothing and shoes too!

## FASHION SEWING I

Semester

## FASHION SEWING I & II

Full Year

Do you love fashion? Would you like to make your own clothes? Have you ever wished that wonderful style dress came in a fabric you like? Students who commit to a full year of Fashion Sewing will be able to design and make a dress or simple outfit over the course of two semesters. Those with only a semester to spare will design and sew fashionable bags. Everyone will learn basic sewing skills and at the end of the year we will display our beautiful results in a mini fashion show.

## JEWELRY MAKING

Semester

This course will involve designing and creating three dimensional wearable sculptures. Each student will have an opportunity to fabricate their projects from many possible materials appropriate to their designs. These materials include paper, wood, metal wire and sheet, plastic and casting metal or resins. The students will progress from concept to finished product using the demonstrated processes and design concepts presented.

## KNITTING

Semester

Using basic knitting skills, students will design and knit projects such as purses, scarves, or hats which employ two colors or textured pattern.

## MODERN PAINTING - SURVEY AND STUDIO

Semester

This course traces the development of a few specific modern painters such as Salvador Dali, Jackson Pollock and others depending on the interest of the class. Lectures, visual presentations and projects related to the artist being studied are assigned. If time and schedule allow a trip to the Metropolitan Museum of Art or the Museum of Modern Art in New York is planned.

## MOSAICS

Semester

In this course students will learn to use ceramic tile, glass, china, stone and trash to create mosaic works of art. Demonstrations will include the techniques of planning, breaking, cutting, setting and grouting on 2D and 3D surfaces. Projects will range from creating copies of ancient mosaics to the execution of students' individual designs.

## OIL PAINTING

Semester

Beginning students will be introduced to the basics of painting with oils while more advanced students progress on an individual basis. Composition, color theory, shape and space relationships and self-expression are covered.

## PHOTOGRAPHY I

Semester

This is a beginner's course designed to acquaint students with the functions of the camera, moving from the process of a basic pinhole camera to taking a picture, developing film, printing from a negative and various darkroom techniques. Each student in the course must have access to a 35 mm camera (some are available on loan from the school). We will only process black and white film.

## PHOTOGRAPHY II

Semester

For those who have successfully completed beginning photography, this course introduces new technical and aesthetic aspects of black and white photography. There is opportunity for independent growth and more darkroom time. Students are expected to achieve excellent exposure control, darkroom technique and to produce quality enlargements and mounted prints.

## PHOTOGRAPHY (ADVANCED)

Semester

This is a course for the students who have successfully completed Intermediate Photography to design and complete independent projects including photo essays, technical series, documentary series, coloration of black/white photos, computer manipulation of photos and final presentation of projects.

## SCULPTURE

Semester

Sculpture will be offered to students in several media including stone, clay, plaster, wood and mixed media. Demonstrations will be given throughout the semester with up-to-date techniques being explained for each given media. A history of the techniques will be included as a basis for projects, helping to develop students' aesthetic awareness and understanding of three-dimensional art.

## STILL-LIFE PAINTING

Semester

This course will focus on Still Life painting, the basis for all other forms of painting, through which students learn form, value, color, composition, perspective and design. Students will learn how to set up a still life arrangement and light it. Painting will progress from indicating simple forms using a limited palette to utilizing a full color palette to express structure, light and shadow. Studio time focuses primarily on painting with periodic demonstrations of technique. Students are exposed to the work of other artists as a means of understanding the genre, how artists interpret the genre, and what techniques they implement to achieve specific styles or effects. Artists include 17<sup>th</sup> century Dutch & Flemish painters and more contemporary artists such as Stone Roberts, Gerald Murphy, William McCloskey and Steve Smulka. Students will be able to produce at least one finished painting by the end of the course.

## TEXTILES

Semester

Letting their creative imaginations combine with fibers, students will design and make unique two- and three-dimensional projects in felt.

## WATERCOLOR

Semester

In this course, students will gain a solid foundation in the medium of watercolor. Students will work from the landscape as well as still life. The use and care of materials also will be addressed. If weather permits, some painting will be done outside—en plein aire.

## WEAVING

Semester

Using simple frame looms, students will learn basic tapestry weaving techniques, then design and create colorful woven projects.

## WOODWORKING

Semester

This course allows students to explore woodworking as an artistic medium and the development of their skills with wood tools and machines. Individual projects are designed by students with instructor approval, congruent with their skills and limits of time and tools. Small pieces of furniture with appropriate joining will be suggested as projects for students without project ideas of their own.

## YEARBOOK & MEDIA DESIGN I

Semester

In this course, we will learn the skills needed to successfully create layouts for a magazine-format spread. Copy writing, photography, illustration, and layout will all be covered. Students will learn how to plan, organize, and oversee a major journalistic project, and how to use Adobe InDesign to create spreads covering every aspect of school life. The work produced in this course will appear in the 2010 MFS yearbook. Students who show dedication and initiative may apply for editorial leadership positions on the yearbook staff. All current yearbook editors must take this course.

## YEARBOOK & MEDIA DESIGN II

Semester

In this second semester course, students will work directly in completing the 2010 MFS Yearbook and planning the 2011 Yearbook theme and design. In this real-life class, students will learn how to plan, organize, and oversee a major journalistic project that covers every aspect of school life. Lessons in Adobe InDesign, Illustrator and Photoshop will prepare the beginner to experienced student with the skills needed to successfully create layouts for a magazine-format spread. Students have the option of focusing on copy writing, photography, illustration, or layout & design. Students who show dedication and initiative may apply for editorial leadership positions on the yearbook staff. All current yearbook editors must take this course. Anyone interested in a yearbook leadership position next year should take this course. Plus, if you are interested in graphic design, journalism, advertising, marketing or photography, this is excellent experience for your transcript and resume.

## MUSIC PERFORMANCE COURSES

### A CAPPELLA CHOIR

Semester

A Cappella Choir is an advanced chamber choir which will perform exclusively unaccompanied music, including madrigals, classical, and Kings Singers arrangements (i.e., Billy Joel arrangements). This select ensemble is by audition. Since there are only two singers on each part (SATB), independence, good vocal tone, breath production, and music reading skills are essential. Attendance at the spring MFS concert and other community performances is mandatory. The group may participate in an a cappella festival in the spring, and will participate in the upper school choir trip in the spring of 2010. The A Cappella Choir will perform at the choral festival for college choir conductors and other choirs from around the country.

### ADVANCED PLACEMENT MUSIC THEORY (Grades 11, 12)

Full Year

AP Music Theory is a major course that will begin by covering basic music reading skills (rhythms, treble and bass clef notes, instrument timbre, etc.) and then progress to harmonic analysis (analyzing chord progressions) and composition utilizing the *Sibelius 4* software. Students will develop aural skills (such as sight-singing, rhythmic and melodic diction) along with written skills (including part-writing and score analysis). This course is designed for those with strong musical interest. No previous formal music study is required, but will prove helpful for this class. All students enrolled will be

expected to take the AP exam in May, for which there is an additional expense (\$86 in 2010 ).

### BASS GUITAR WORKSHOP

Semester

This class is open to all bass guitarists. Emphasis is placed on finger technique, learning bass lines and soloing. Students are given the opportunity to explore the bass and how it applies to various styles of music including pop, jazz, blues, R&B, folk, country, alternative and classic rock.

### CHAMBER ENSEMBLE

Full Year

This course offers advanced instrumentalists an opportunity to explore challenging small ensemble repertoire gleaned from the Baroque, Classical and Romantic periods. The group performs at several events throughout the year, including major concerts in both December and April. Students are expected to practice at home a minimum two hours per week. Grades are based on effort, musical progress, and decorum during rehearsals. Interested musicians must audition and obtain instructor approval before acceptance into this course.

### CONCERT CHOIR

Full Year

Concert Choir is open to singers in grades 9-12 who match pitch. A brief audition is required to check singing range for appropriate part placement in the choir. Standard choral literature is covered, including music from historically significant composers through modern music, including madrigals, folk repertoire, spirituals/gospel, and songs from major works (e.g., Mozart's *Requiem*). Repertoire will include literature in English and at least two other languages. The choir performs two major concerts (early December and late April) which are mandatory for participation in the choir. Students also sing for community events each year, such as the annual Tree Lighting Ceremony, and other events. A "choir tour" occurs every two years in which the choir travels to sing in other areas. Past tours have included Orlando, Washington D.C., Boston, Virginia Beach, Williamsburg, and Toronto. There will be a trip in spring 2010.

### GUITAR ENSEMBLE

Semester

This class is open to all guitarists. Emphasis is placed on finger technique, learning new chords and soloing. Students are given the opportunity to explore the guitar and how it applies to various styles of music including pop, jazz, blues, R&B, folk, country, alternative and classic rock.

### THE HISTORY OF AMERICAN POPULAR MUSIC

Semester

This course traces the evolution of American, popular musical trends from the inception of the United States as a country to current, dominant, contemporary musical genres. Emphasis will be placed on the various reflections of society found in each, principle, musical period. Included will also be an exploration of the affects that various technological advances have had on popular composition. Blues, Gospel, Jazz, Big Band Swing, Rock (in its many forms), R&B, Rap, Punk, and World Music will all be studied from original recordings and video performances.

## MUSICAL THEATER

Semester

The first part of this course will focus primarily on rehearsing the vocal music for the MFS fall musical production. Students intending to be in the fall musical are strongly encouraged to take the course, but it is also open to those simply interested in learning the music from the show and further studying the world of musical theater. The second part of the course, following the production of the MFS musical, will focus on individual exploration and research of a particular musical theater show or a facet of a show which will culminate in a final paper.

## STRING ENSEMBLE

Full Year

String students will be introduced to new string repertoire and be coached in basic aspects of technique, musicianship and chamber ensemble cohesion and communication. Performance at the winter and spring concerts is required.

## SYMPHONIC/JAZZ ENSEMBLE

Full Year

The Symphonic/Jazz Ensemble performs a wide variety of symphonic band and jazz ensemble repertoire. The group meets twice per 6-day cycle and performs at several events throughout the year, including major concerts in both December and April. Students are expected to practice at home a minimum two hours per week. Grades are based on effort, musical progress, and decorum during rehearsals.

## WOMENS CHOIR

Semester or Full Year

Women's Choir is open to female singers in grades 9-12. Two, three and four part treble repertoire will be studied, including music from historically significant composers through modern music, including madrigals, folk repertoire, spirituals/gospel, and music from other cultures. Singers will perform in English and at least two other languages. The choir performs two major concerts (early December and late April) which are mandatory for participation in the choir. Students also sing for community events, and tours with the other Upper School Choirs on the choir trip that occurs every other school year. Past tours have included Washington D.C., Boston, Virginia Beach, Williamsburg, and Toronto, and Orlando. There will be a choir trip in spring 2010.

*Full year participation in some musical groups is necessary to allow for a flexible performance schedule and consistent musical growth. Membership changes during the year may occur only under special circumstances and require the permission of the teacher and Division Director.*

## THEATER COURSES

### ACTING I

Semester

This course is designed to develop the reading skills required to read a play, to develop imagination for understanding and visualizing characters in a play, as well as to further advance the acting performance skills of the student. This course will explore character development through actions, thoughts and emotions.

## ACTING II

Semester

The course will focus on advanced acting concepts particularly those centered around monologue performance and audition preparation. Students will be required to work with two monologues over the course of the semester and most work will center around preparing the monologues for performance. Many of the concepts that will be covered are more in-depth studies of ideas introduced in the Acting I class.

## ACTING III

Semester

This elective provides intermediate level actors with the opportunity to explore the development of monologue and scene work through the more introspective lens of character and the psychology of the scene. Using Stanislavsky's approach to realism, actors will explore, in depth, all aspects of a particular character and will work with that one character through most of the semester. The course will also explore dialect work and how specific vernaculars, modes of speech, and regionalism affect how a character speaks and reacts to the world around them. This course is a performance course. In class written assignments will be completed as well. Prerequisites: Acting I and/or Acting II would be beneficial, but not necessary.

## DIRECTING (Grades 10, 11, 12)

Semester

This course is designed to introduce the novice director to various techniques, fundamentals and principles of the art form. Students are responsible for the completion of several exercises including a final scene, performed using student actors. Text is recommended.

## PUBLIC SPEAKING (required in Grade 9)

Quarter

Students will gain an understanding of how to make presentations in class and succeed in other public speaking situations. This course is designed to promote self-esteem, self-confidence, and reduce anxiety when speaking in front of an audience. This course concentrates on audience-centered communication and requires the student to deliver three major speeches.

## SHAKESPEARE: PERFORMANCE & INTERPRETATION

Semester

This course is designed to teach students how to analyze Shakespearean verse. Through examination of sonnets and monologues they will become familiar with literary devices used, structure of a sonnet/monologue, and how to interpret meaning in order to prepare for performance. Three major assignments are completed throughout the term. This is a combined academic and performance class.

## STAGE/TECH CREW – Independently Scheduled. Limit 12

This Independent Study course will introduce students to both the backstage as well as the technical side of theatre and event stage crew. Students will be responsible for working assigned special events during the school year including assemblies, concerts, and guest speakers.

## ADVANCED STAGE CREW – Independently Scheduled. Limit 5-6

Advanced Stage Crew is intended to give interested individuals the chance to learn more about the technical process of theatre production. Requirements are similar to those of the Stage Crew elective, but more specific and advanced tasks will be assigned to those students enrolled. A greater number of hours per quarter are required as well to satisfy the elective's minimum time commitment.

## THEATER ARTS HONORS

Full Year

This major course is designed to explore the evolution of theater as an art form from its origin with Ancient Greek ritual to theater's function in our world today. The course will be both academic, involving the close study of dramatic texts, and performance-based, as the study of theater demands proficiency in both disciplines. Daily and weekly readings for the course will be an integral part of each class meeting, as discussion will be the primary focus. Several short papers will be assigned each semester, along with two major assignments relating to a particular area of study, such as the Greeks, Shakespeare, Realism, etc. When we study the elements of performance (acting, directing, and design) we will spend time on stage participating in activities that correspond with each theatrical discipline.

Texts include: *Hamlet*, *The Hairy Ape*, *The Glass Menagerie*, *Waiting for Godot*, *Joe Turner's Come and Gone*, *Angels in America*, *True West*, and *Arcadia*.

## COMPUTERS AND TECHNOLOGY

### ADVANCED PLACEMENT COMPUTER SCIENCE A (Grade 11, 12)

Full year

The goals of this major course are comparable to a first-year college course in computer science. The course is intended to train students to develop programs and solve problems using the programming language JAVA. It will begin with an introduction to the history of computers and programming and continue with object oriented programming that will focus on the development and analysis of algorithms and data structures. The topics covered will be those set by the Advanced Placement Course Description for Computer Science. All students enrolled will be expected to take the AP exam in May, for which there is an additional expense (\$86 in 2010). Grades are based upon at home and in class work, quizzes, projects and test scores.

### ADOBE PHOTOSHOP

Semester

You too can be a graphic artist! This course is designed for the beginner user of Adobe Photoshop, one of the most popular tools for creating, enhancing and retouching pictures. Students will explore creating images both for the web and print media. They will also use the color palette, toolbars, channels and layers to create new images and to edit pictures that they take with the digital camera. They can also scan and edit pre-existing photographs.

ALICE GAME PROGRAMMING Semester

Alice is an innovative 3D programming environment that makes it easy to create an animation for playing an interactive game or a video to share on the web. Alice uses 3D graphics and a drag-and-drop interface to facilitate a more engaging, less frustrating programming experience.

COMPUTER-AIDED DESIGN Full Year

Computer-Aided Design (CAD) involves the use of computer technology to aid in the design of a product. This course will teach students to use ProE, a kind of CAD software. Students will design a gearbox, a sports bottle, and a windmill.

COMPUTER APPLICATIONS Semester

Mainly for those new to MFS, this course will introduce students to the MFS network, email and i-drive. Students will learn how to design documents using Microsoft Word, presentations using PowerPoint and media publications using Publisher. In addition to learning the technical skills necessary, students will learn how to effectively compose documents and presentations according to professional standards.

DIGITAL PUBLISHING Semester

It is easy to save memories of your sports teams, clubs, family and friends in hard bound books, cards, calendars using Adobe Creative Suite and online publishing tools. Students will construct, edit and manipulate the creation of digital publishing through the use of our network.

FASHION & PHOTOSHOP Semester

The fashion world now depends on Adobe Photoshop and Illustrator. Come to learn how technological changes have emerged in the fashion world and how we can use these advances to create and manipulate textures, design, colors, patterns and graphics. Design clothing and shoes too!

GAME PROGRAMMING Semester

Using Macromedia Flash, students will learn the fundamentals of condition statements, loops, functions and computer graphics while designing 2D games. Initial classes will concentrate on the basic elements of programming, and then students will work at their own pace on several projects. Students will also design their own graphic elements or modify a library of existing elements using Flash. By the end of the course, students will have created their own versions of PONG, SPACE INVADERS, and BREAKOUT. Programming experience is not required, but a strong desire to learn is essential.

MEDIA ARTS MAJOR (GRADE 11, 12) Full Year

Media Arts is a generic term used to describe art related to, or created with, a technology invented or made widely available since the mid-20th century. New Media concerns are often derived from mass media and digital modes of delivery in the work involved, with practices ranging from conceptual to virtual art, performance to

installation. This class exposes students to the many softwares available to create such art and prepares them to take the certification tests for Photoshop, Illustrator, InDesign and After Effects.

## ROBOTICS

Semester

Students will prepare design journals and programmed (NXT G and C language), autonomous robots for the FIRST Tech competition.

## TECHNOLOGY IN BUSINESS

Semester

Students in this course will explore databases through Access and Excel, web page analytics, selling and designing a successful web page for a business. Each student will come up with a company that they will market on the web. They will incorporate digital art with design and marketing and go into depth about how people use the web to market.

## YEARBOOK & MEDIA DESIGN I

Semester

In this course, we will learn the skills needed to successfully create layouts for a magazine-format spread. Copy writing, photography, illustration, and layout will all be covered. Students will learn how to plan, organize, and oversee a major journalistic project, and how to use Adobe InDesign to create spreads covering every aspect of school life. The work produced in this course will appear in the 2010 MFS yearbook. Students who show dedication and initiative may apply for editorial leadership positions on the yearbook staff. All current yearbook editors must take this course.

## YEARBOOK & MEDIA DESIGN II

Semester

In this second semester course, students will work directly in completing the 2010 MFS Yearbook and planning the 2011 Yearbook theme and design. In this real-life class, students will learn how to plan, organize, and oversee a major journalistic project that covers every aspect of school life. Lessons in Adobe InDesign, Illustrator and Photoshop will prepare the beginner to experienced student with the skills needed to successfully create layouts for a magazine-format spread. Students have the option of focusing on copy writing, photography, illustration, or layout & design. Students who show dedication and initiative may apply for editorial leadership positions on the yearbook staff. All current yearbook editors must take this course. Anyone interested in a yearbook leadership position next year should take this course. Plus, if you are interested in graphic design, journalism, advertising, marketing or photography, this is excellent experience for your transcript and resume.

## ENGLISH

ENGLISH 9 (required)  
Year

Full

Ninth grade English introduces students to the elements of analysis and critical writing that form the foundation for the study of literature in the Upper School. Through reading and discussion of a broad variety of works and in frequent writing assignments, students explore the many ways that writers have portrayed the human experience.

As they encounter the major literary genres—novels, short stories, poetry and plays—students examine several recurring themes, including the role of heroes and anti-heroes (and the very idea of heroism), the tension between individual identity and the need for belonging, and social alienation and conflict. The ninth grade curriculum also includes a mythology unit that familiarizes the students with popular myths that are often alluded to in literature. Students' composition skills are developed through in-class essays, more formal analytical papers, and occasional creative writing assignments. The study of literature and composition that comprises the core of the curriculum is supplemented by the regular study of grammar and vocabulary.

Texts may include: *Mythology: Timeless Tales of Gods and Heroes*, *Rocket Boys*, *Of Mice and Men*, *Medea*, *Romeo and Juliet*, *Lord of the Flies*, *The Kite Runner*, *Catcher in the Rye*, *The Secret Life of Bees*, *Things Fall Apart*, *Third and Indiana*, and *Vocabulary Workshop D*.

ENGLISH 10 (required)  
Year

Full

Sophomore English builds upon the skills developed in ninth grade by engaging students in the close reading and discussion of a varied range of literary texts and urging them towards more polished, sophisticated analytical writing. In addition to frequent papers and in-class essays, students complete an anthology of poetry to complement a unit focused on figurative language and poetic forms. Students will also become familiar with key Biblical stories that are often alluded to in literature.

The tenth grade English course also serves as an introduction to British literature in anticipation of the study of American literature that takes place junior year. By studying works ranging from Middle English poems in translation to two classic 20<sup>th</sup>-century dystopian novels, George Orwell's *1984* and Aldous Huxley's *Brave New World*, students explore the development of British literature and the richly imaginative forms and styles it has produced. In addition, regular vocabulary exercises and the continued refinement of grammar and writing mechanics help students prepare for the college entrance examinations they will undertake in junior year.

Texts include: *Sir Gawain and the Green Knight*, *The Canterbury Tales*, *Macbeth*, *Frankenstein*, *Brave New World*, *1984*, *Feed*, *Grammar and Writing for Standardized Tests*, and *Vocabulary Workshop E*.

## AMERICAN LITERATURE

AMERICAN LITERATURE HONORS (Grade 11, required)

Full

Year

The ideals of creating community and upholding individual freedom have persisted in the American consciousness throughout our nation's history. The courses in American Literature examine how these two impulses intersect and often conflict in our national writing, from literature set in Puritan times to current nonfiction. As students consider this overarching theme, they also focus on particular strains in the American 'story,' including humans' relationship to nature, the experience of war, and how issues of race, ethnicity, and social class shape individual experience.

Students who have demonstrated exceptionally strong performance in English throughout ninth and tenth grades may be selected for an honors course in American Literature. In American Literature Honors, students pay particular attention to the notion of American identity and the various strands that comprise it, including racial, ethnic, and regional identity.

As juniors, students are expected to continue to improve the sophistication of their writing and of the literary arguments they develop from their reading. Students write frequent analytical essays, both in and outside of class, and continue to work on writing mechanics and on developing vocabulary skills.

Texts for American Literature may include: *Into the Wild*, *The Crucible*, *The Great Gatsby*, *Song of Solomon*, *Glengarry Glen Ross*, *The Grapes of Wrath*, *Native Son*, *A Streetcar Named Desire*, *The Night Thoreau Spent in Jail*, *Ragtime*, and *In the Heart of the Sea*. Texts for American Literature Honors include: *The Amazing Adventures of Kavalier and Clay*, *The Great Gatsby*, *The Scarlet Letter*, *Beloved*, *A Streetcar Named Desire*, *The Adventures of Huckleberry Finn*, *Ragtime*, and *Netherland*. *Vocabulary Workshop F* is used in both regular and honors sections.

## SENIOR COURSES

### CRAFTING THE ESSAY

Fall Semester

An essay is a relatively short prose composition that focuses on a single aspect of a topic and has a well-defined purpose. An effective essay employs an appropriate strategy and style to achieve its purpose, and it generally bears something of its writer's personal voice.

Students in this course will read and analyze the works of many successful essayists, past and present, and will consider as well the traditional rhetorical patterns that writers use to organize information. They will also keep a writer's notebook comprising a series of assignments designed to help potential writers unearth and put on paper significant bits of their experience. Finally, they will write several essays, drawing upon their own experience and their understanding of the strategies, tones, and techniques of professional essayists.

Texts include: *A Country Year*, *Vocabulary Workshop G*, and *The Longman Reader*, an anthology of essays.

## WHODUNNIT? A STUDY OF MYSTERY FICTION

Fall Semester

Mysteries fascinate us. We're insatiably curious about the actions and motivations of others, especially when there is a crime to be solved. In this course we'll start with an examination of two classic childhood series, the Nancy Drew and Hardy Boys mysteries, and then look analytically at some of the best American mystery writing of the 20<sup>th</sup> century, including the 'hard-boiled' fiction of Dashiell Hammett and Raymond Chandler and short works by O. Henry, John Steinbeck, Pearl S. Buck, Ellery Queen, and, of course, Stephen King, among others. Writing assignments will focus on analysis, comparison, and creative writing.

Text: *The Best American Mystery Stories of the Century* and *Vocabulary Workshop G*.

## THEATRE THEN: DRAMATIC LITERATURE FROM ARISTOTLE TO SHAW

Fall Semester

Theatre Then/Theatre Now (see below for a description of the latter) is a comprehensive study of the dramatic arts, divided into a two-part sequence that extends over the year. Students may elect to take the fall or spring course, or the full sequence. Theatre Then will trace the evolution of dramatic literature and performance from its origins in ancient Greece to the rise of early realism in the late 1800s. Students will read and discuss a new play every 1-2 weeks and write an analytical paper for each work that covers a specific area of discussion — the connection between character and language in *Hamlet*, for example.

The class is largely academic, but there is also a performance element as students are required to learn and practice the various theories and approaches to performing a dramatic work. Students might be asked to perform a scene or monologue as the area of study dictates. They are not evaluated on performance skills, but rather on their ability to understand and apply the theories of performance that have been discussed in class.

Along with performances and essays, students will be required to take a final oral exam at the end of each semester.

Texts include: *Medea*, selections from Aristotle's *Poetics*, *Hamlet*, *Everyman*, *The Importance of Being Earnest*, *Uncle Vanya*, *A Doll's House*, *Spring Awakening*, and *Vocabulary Workshop G*.

## SHORT FICTION

Spring Semester

So many books, so little time! Following the adage that sometimes the best gifts come in small packages, this course will examine a wide array of American short stories written in the 20th century by some of the best American writers, including Ernest Hemingway, Willa Cather, William Faulkner, Dorothy Parker, F. Scott Fitzgerald, E.B. White, Vladimir Nabokov, John Updike, Susan Sontag, Alice Munro, and Annie Proulx, among others. Writing assignments will focus on the analysis and comparison of these short works, examining what they accomplish that longer works like novels cannot.

Text: *Vocabulary Workshop G* and *The Best American Short Stories of the Century*, ed. John Updike.

CHILDREN'S LITERATURE FOR ADULTS  
Semester

Spring

Literature written for children did not exist much before the end of the 18<sup>th</sup> century, so it stands to reason that many stories and poems that were once relegated to the nursery were actually written for adults, or at least for the general populace. Most of these works can be loosely categorized as fantasy.

In this course students will examine the collected folktales of the Grimm Brothers as well as a broad range of fairy tales, learning about the techniques and motifs of oral tradition and seeing how the characters, tone, and themes of an original story can dramatically change in a later imitation. In the final weeks of the term, students will look at another sort of "children's" literature that is satirical or philosophical in intent.

Texts include: *Household Stories by the Brothers Grimm*, *The Twelve Dancing Princesses*, *Transformations*, *Gulliver's Travels*, and *Vocabulary Workshop G*.

THEATRE NOW: DRAMATIC LITERATURE FROM 1900 - THE PRESENT

Spring Semester

This course picks up where the previous course (Theatre Then) left off — the rise of realism in the late 19<sup>th</sup> century. Students will explore the evolution of dramatic literature and performance in the 20<sup>th</sup> century and into the early part of the 21<sup>st</sup>, with particular focus on the age of "isms" that developed in this period—realism, naturalism, absurdism, expressionism, and post-modernism. As in the first semester, assignments will include analytical papers, performance exercises designed to demonstrate a particular theory or concept, and a final oral exam.

Texts include: *The Hairy Ape*, *Waiting for Godot*, *The Glass Menagerie*, *For Colored Girls...*, *Angels in America*, *Joe Turner's Come and Gone*, *Arcadia*, and *Vocabulary Workshop G*.

AP ENGLISH LITERATURE  
Year

Full

The AP course in English Literature is a challenging, college-level course that engages students in the close reading and analysis of some of the world's greatest imaginative writing. Spanning time and geography, the course will include works of British literature ranging from Shakespeare's England to 21<sup>st</sup>-century London, along with diverse selections from the American literary canon. Besides offering a wide range of topics for discussion, many of the works share thematic elements that 'speak' to each other in interesting and often surprising ways.

Frequent writing will be integral to this course, and will range from short reading responses and in-class essays to formal critical papers and creative assignments. At the conclusion of the course, all students will be prepared (and required) to take the Advanced Placement exam in English Literature and Composition.

Texts include: *Middlesex*, *Othello*, *Hamlet*, *Pride and Prejudice*, *The Awakening*, *Passing*, *The Remains of the Day*, *Atonement*, and *The Crying of Lot 49*.

CREATIVE WRITING MAJOR:  
Year

Full

Juniors and seniors who wish to explore different modes of written expression and develop their creative abilities may take creative writing as a year-long major course in prose fiction, critiquing and revising drafts in a workshop setting. Students in creative writing must be willing to participate fully by sharing their work with others and offering constructive criticism to their peers.

Texts include: *Bird by Bird: Some Instructions on Writing and Life*

NOTE: The Creative Writing Major does *not* satisfy the 12<sup>th</sup> grade English requirement. Students who wish to enroll in Creative Writing must also choose one of the courses listed above each semester to fulfill graduation requirements.

### ENGLISH MINOR ELECTIVES

This course is restricted to juniors and seniors. Seniors taking AP English are especially encouraged to enroll.

CHILDREN'S LITERATURE FOR ADULTS

Semester

Since the concept of writing stories specifically for children originated in the 18<sup>th</sup> century, much of what we now consider classic children's literature was originally written (or told) for the public at large. In this course, we will explore some of that classic literature, including, mainly, folk tales and fairy tales as collected by the brothers Grimm or adapted by Perrault, Madame LePrince de Beaumont, Oscar Wilde, James Thurber, and Anne Sexton. We might even have time to take a look at a Disney film.

JOURNALISM

Full Year

*Wordsworth* is published every month throughout the school year. Students write, edit and design the layout for each issue of the school newspaper.

SHAKESPEARE: PERFORMANCE AND INTERPRETATION

Semester

This course is designed to teach students how to analyze Shakespearean verse. Through examination of sonnets and monologues they will become familiar with literary devices used, structure of a sonnet/monologue, and how to interpret meaning in order to prepare for performance. Three major assignments are completed throughout the term. This is a combined academic and performance class.

WRITERS' WORKSHOP

Semester

This workshop will offer both a quiet place to write and help with the processes of research and writing. The course is led by English and History teachers, so those who want to work on any kind of writing (for History, English or Science, for example) are

more than welcome. We can help you with note-taking and bibliographic software, with finding and evaluating sources, with working to understand what you read and with writing a formal research paper.

## YEARBOOK & MEDIA DESIGN I

Semester

In this course, we will learn the skills needed to successfully create layouts for a magazine-format spread. Copy writing, photography, illustration, and layout will all be covered. Students will learn how to plan, organize, and oversee a major journalistic project, and how to use Adobe InDesign to create spreads covering every aspect of school life. The work produced in this course will appear in the 2010 MFS yearbook. Students who show dedication and initiative may apply for editorial leadership positions on the yearbook staff. All current yearbook editors must take this course.

## YEARBOOK & MEDIA DESIGN II

Semester

In this second semester course, students will work directly in completing the 2010 MFS Yearbook and planning the 2011 Yearbook theme and design. In this real-life class, students will learn how to plan, organize, and oversee a major journalistic project that covers every aspect of school life. Lessons in Adobe InDesign, Illustrator and Photoshop will prepare the beginner to experienced student with the skills needed to successfully create layouts for a magazine-format spread. Students have the option of focusing on copy writing, photography, illustration, or layout & design. Students who show dedication and initiative may apply for editorial leadership positions on the yearbook staff. All current yearbook editors must take this course. Anyone interested in a yearbook leadership position next year should take this course. Plus, if you are interested in graphic design, journalism, advertising, marketing or photography, this is excellent experience for your transcript and resume.

## HISTORY

N.b.: three years are required for graduation. Enrollment in twelfth grade is optional.

### INTRODUCTION TO THE MODERN WORLD (Grade 9, *required*)

Full Year

The purpose of this course is to introduce students to the historical context of the Modern World. It will emphasize events after 1750 around the world including South America, Europe, Africa, South Asia, and East Asia. This class will be organized into four thematic units, one per quarter: Problems of governance, law, and citizenship; Issues of Identity; Introduction to Globalization; and The rise of Science and the impact of New Technology. Ninth grade history is also intended to teach the historical skills necessary to be a successful student at Moorestown Friends School. These skills include building and presenting effective arguments in writing and orally, analyzing primary sources, and critical reading skills.

### UNITED STATES HISTORY (Grade 10, *required*)

Full Year

This course will cover the history of the United States from the first rumblings of the Revolution to the present, with special attention to the period before the US emerged as

a world power. Topics include the war for independence, the establishing of a new national government, the market revolution, the anti-slavery movement, the Civil War and Reconstruction, the triumph of industrial capitalism and the search for order at the end of the 19<sup>th</sup> century, the entrance of the US into the ranks of imperial powers, World War I, the Great Depression, World War II, the Cold War, the sixties and the Vietnam war, and the resurgence of conservatism at the end of the 20<sup>th</sup> century. In addition, the course will focus on the craft of the historian: on understanding what a historical interpretation is, on evaluating biases in history, and on learning what constitutes historical proof. Students will learn how to craft historical essays of their own and explore the methods of historical research and analysis.

#### ADVANCED PLACEMENT UNITED STATES HISTORY (Grade 11) Full Year

Drawing on the foundations established in 10<sup>th</sup> grade, this course will offer students the opportunity to delve deeper into key themes and to broaden their knowledge of United States History in preparation for the Advanced Placement United States History exam in May, 2008. The course will be rigorous; an AP course is meant to offer students a college level intellectual experience. As such, students who take this course should expect to write sophisticated papers offering historical analysis, they should expect to take frequent quizzes and tests, including practice with document-based questions, and they will be required to write an extensive research paper. All students enrolled will be expected to take the AP exam in May, for which there is an additional expense (\$86 in 2010).

#### AMERICA & THE WORLD IN THE 20<sup>TH</sup> CENTURY (Grade 11, honors and regular) Full Year

The 20<sup>th</sup> Century is commonly referred to as “The American Century.” This course focuses on the history of the 20<sup>th</sup> Century and the complex interactions among the United States, Europe, and the emerging powers of the non-western world. The course focuses on four main themes: global interdependence; rise of mass society; issues of identity, and the impact of new technology. In 11<sup>th</sup> grade we expect students to demonstrate their mastery of certain Historical Skills: research, critical reading, critical thinking, and effective expression, oral and written. Students will write a full research paper on a topic of their choice and complete several shorter research assignments.

Students electing the honors option for this course will be required to do longer and more frequent papers, more advanced and longer nightly readings, and more independent work. They will also be expected to take a more active role in class discussions and projects. Honors work is intended to challenge students who have an interest in History and to help students develop a greater understanding of the discipline of History.

#### AP EUROPEAN HISTORY: All Year

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

## THE COLD WAR IN LATIN AMERICA

Fall Semester

This course will look at how the Cold War played out in Latin America. The exact curriculum will be shaped by the students who take the course. Working together with the teacher, students will choose a country to study as a group (e.g., Cuba and the Cuban Revolution), then pursue individual research and projects.

## THE MODERN MIDDLE EAST (Grade 12, honors and regular)

Fall Semester

This course will involve a survey of Middle East History from World War I to the War in Iraq. Major themes will include the emergence of nation states after colonialism, long-term historical, technological, and cultural trends in the region, the Israeli-Palestinian conflict, Islam and the West, and North Africa's burgeoning societies. Students will meet guest lecturers from the Middle East and take various field trips to experience Middle Eastern life in America.

## MODERN AFRICAN HISTORY (Grade 12)

Spring Semester

Africa remains an area of the world that is greatly misunderstood. This course will investigate Modern African History from Europe's scramble for the continent at the 1884 Berlin Conference, through African independence in the 1950s, and conclude with the African Diaspora. Students will be introduced to Quakerism in East Africa, a field trip to Penn's African Museum of Archeology and Anthropology, and a sample of West African language and cuisine in Philadelphia.

## CULTURAL HISTORY: THE CULTURE OF EATING & DRINKING (Grade 12)

Spring Semester

What to eat and how to eat it is a central marker of every culture. This year's cultural history workshop will investigate the meanings that our culture attaches to specific foods and to the way in which foods are consumed. What can we learn about American culture by looking at the food we eat and the way we eat it? Are certain foods gendered? Are any sacred? What are the cultural meanings we can derive from regional foods? What do ethnic eating trends tell us?

## HISTORY MINOR ELECTIVES

### CIVIL RIGHTS IN THE US: FROM THE SCOTTSBORO BOYS TO THE PRESENT

Semester

This class will study the History of Civil Rights in the United States. We will use the dvd *Eyes on the Prize* as the core of our class. We will look at the role of individuals, organizations, and the federal government in this process. We will study the attitudes of both the supporters and the opponents of civil rights and we will look at how civil rights spread from the African American community to include women, latinos, the disabled, and the LGBT community.

### THE CIVIL WAR IN FILM

Semester

This minor offering of the History and Social Science department will examine the depictions of the American Civil War through American cinema. Though the history of the American Civil War will be covered, the goal of the course is to assess why and how

the cinematic depictions change to reflect the present as much as the past. We will examine the role of women, the role of African Americans, the role of the common man, the notions of leadership, bravery, honor and patriotism, as well as the Southern and Northern interpretations of the conflict. Each student will choose a theme to view through three different films for a culminating essay.

#### DAILY LIFE IN RENAISSANCE ITALY

Semester

This minor course will study everyday life during the Renaissance Period in Italy from 1300-1600. We will start the course with a brief introduction to the period. Students will then choose an area or person of interest and prepare to represent that person or area at our culminating activity: a Renaissance Feast. This minor will be pass fail.

#### GALILEO

Semester

It's time MFS had a literary magazine for non-fiction writing!! Students in this minor will design an on-line journal and work together to produce a multidisciplinary collection of non-fiction writings for the first issue. We will need analytic writers in all disciplines, and we can explore some new forms of creative non-fiction. We will also take a look at some of the innovative ways scholars are using electronic media to foster collaboration. Note: students don't have to WRITE the whole journal, just edit it!

#### THE HISTORY OF FASHION: 1900 – PRESENT

Semester

We will study the growth of the fashion industry, fashion magazines, the growth in fashion diversity, fashion fads and trends, and how changes in styles reflect and influence changes in women's lives. Students will do two projects (one each quarter).

#### LATIN AMERICA HISTORY THROUGH FILM

Semester

The purpose of this course is to introduce students to the historical context of Latin American countries; their culture and history. This class will emphasize political events of the nineteenth and twentieth century's and how they have changed or shaped the lives of their people. Some of the movies we will watch in this class include: Cocalero ( Bolivia), The colonel awaits ( Colombia), The house of Spirits ( Chile), Balseros ( Cuba), The silence of Neto ( Guatemala), Innocent voices ( San Salvador), and Things I left in Havana. The language of instruction will be English.

#### MODEL UNITED NATIONS

Semester

Students in this elective will prepare for and participate in a large scale simulation of the United Nations that includes schools from across the nation. Participating students will research a specific country in depth and learn about the procedures and operation of the United Nations. They will also participate in a simulation as delegates. This would be an ideal activity for students interested in international issues, politics and law. It will give you a chance to interact with some of the best students from many different schools, to practice public speaking and to explore how diplomacy works on a large scale. Students from the Model UN elective have recently attended the Princeton Model UN conference and the The John's Hopkins Model UN in Baltimore. We will aim to attend at least two major conferences and two smaller local conferences over the course of the 2010-11 school year.

**Note: There will be some costs that must be covered by students who participate, but MFS will make sure that any student interested can participate.**

## STORYTELLING

Semester

Storytelling, a unique performance art that incorporates many facets of a stage presentation – voice, gesture, eye contact – is a skill that everyone can and should learn. In this class students will not only learn to tell several types of stories themselves, but will become familiar with techniques and different literary genres that make for good telling. Students will also enjoy listening to a variety of professional storytellers. At the end of the course, students will perform the best of their stories to an appropriate audience. The goal throughout is to improve students' public speaking skills through understanding the components of good storytelling.

## WRITERS' WORKSHOP

Semester

This workshop will offer both a quiet place to write and help with the processes of research and writing. The course is led by English and History teachers, so those who want to work on any kind of writing (for History, English or Science, for example) are more than welcome. We can help you with note-taking and bibliographic software, with finding and evaluating sources, with working to understand what you read and with writing a formal research paper.

## MATHEMATICS

The Upper School mathematics program consists of a sequence of regular college preparatory courses and a sequence of honors courses. In all courses students are evaluated on the basis of frequent written assignments, quizzes, tests, a midterm exam, a final exam and an occasional project.

### REGULAR MATHEMATICS PROGRAM

The regular math program leads the student through a solid college preparatory curriculum well grounded in mathematical principles. Students who do well in the four-year sequence are prepared to take calculus in college.

Three years of mathematics in grades 9 through 12 are required for graduation. Because calculus is required as a college course in an increasing number of non-mathematical programs, we urge students to take four years of mathematics in high school. The sequence of courses in this program is:

Grade 9: Algebra I	Grade 11: Algebra II*
Grade 10: Geometry	Grade 12: Trigonometry/Pre-Calculus

\*To be eligible for Algebra II, a student must have a grade of at least a C in Algebra I or do additional work. In the latter case, after pursuing a review program in Algebra I, the student must demonstrate competence by achieving a C or better on an examination given at MFS in late August/early September. It is recommended that this work be done in the summer between grades 10 and 11.

## HONORS MATHEMATICS PROGRAM

The honors mathematics program is designed for students who enjoy math, can deal with theory and concepts at a rapid pace and will support their ability with hard work. These students should be willing to work through new types of problems independently and develop, or at least follow, the development of formulas. This program is important for a student who plans to pursue a math, science or engineering program at a competitive college. The sequence of courses in this program is:

Grade 9: Algebra II Honors      Grade 11: Trig/Pre-Calculus Honors\*\*  
Grade 10: Geometry Honors      Grade 12: Calculus\*\*\*

\*\*The Trig/Pre-Calculus Honors course will use a graphing approach requiring graphing calculators.

\*\*\*The Calculus course follows the curriculum from the AB Level of the Advanced Placement Examination.

With department approval, unusually talented and dedicated mathematics students who have accelerated in the discipline may have the opportunity to take AP Calculus AB in 11th grade. The Mathematics Department then offers AP Calculus BC in grade 12 for these students. If a student advances beyond the BC level, the Mathematics Department will recommend courses at local colleges.

If a student has performed at the A- level or better in a regular algebra course, the student may discuss preparing for the honors math program with the Mathematics Department. The student should then study the required subject material during the summer independently or with a tutor. The student must take and receive a B or better on the subject exam to demonstrate preparedness for the honors level. Exams are administered in late August.

If a student receives a year end grade below B- in an honors course, continuation in the honors math program will be determined by a retest in that course and department approval. The student must receive a B or better on that retest. Exams are administered in late August/early September.

All students enrolled in AP calculus courses will be expected to take the AP exam in May, for which there is an additional expense (\$86 in 2010 ).

## OTHER COURSES

ADVANCED PLACEMENT STATISTICS (Grades 11, 12)

Full Year

The topics for AP Statistics are divided into four major themes: exploratory analysis, planning and conducting a study, probability, and statistic inference. Exploratory analysis of data will use different techniques to study patterns and departures from patterns. Applied topics will include the skewness and kurtosis of the financial markets. By creating our own experiments, we will learn how to plan and collect data according to a well developed plan. Probability is the tool used for anticipating what the distribution of data should look like under a given model. Random phenomena are not haphazard: they display an order that emerges only in the long run as is described by a distribution.

Statistical inference guides the selection of appropriate models. Calculators and computers will be used in the analysis of data. All students enrolled will be expected to take the AP exam in May, for which there is an additional expense (\$86 in 2010).

FINANCE MAJOR (Grades 11, 12)

Full Year

Students will learn how financial markets work, how to design a personal finance plan, how to select among various savings and investment options and how to find and use investment information. Students will examine personal finance topics such as consumer credit, credit cards, taxes and retirement planning. Students will use math and computer skills while performing tasks ranging from evaluating stocks using financial analysis to researching and tracking investments using the Internet. Additionally, students will learn about financial resources and evaluation tools available to them via the Internet.

## **PHYSICAL EDUCATION & HEALTH**

Physical education in the Upper School consists of a wide variety of activities that focus on physical fitness, furthering sports skills, cognitive development and lifetime recreational pursuits. Having gained a broad foundation in the Lower and Middle School programs, students in the Upper School are presented with activities that encompass individual and dual sports (such as badminton and tennis), traditional team sports (including soccer, flag football, floor hockey, basketball, team handball and lacrosse) and lifetime recreational activities (such as bowling, golf, weight lifting, Frisbee games, volleyball, and Cooperative Games) and activities that specifically address the five related fitness components (such as yoga, Pilates, and aerobics). Additional offerings are presented as interest arises. All physical education classes include appropriate warm-up and fitness related activities. Of equal importance are the development of sportsmanship, cooperation, self-discipline, self-esteem and a positive attitude toward physical fitness and physical endeavors.

Students in grades nine, eleven, and twelve also receive classroom instruction in health and wellness for one quarter each academic year. During tenth grade, we offer the 30-hour classroom component of Driver's Education.

Students in grade nine study mental and social health as well as substance abuse. Other topics discussed include but are not limited to depression, self-esteem, emotions and drug use, misuse and abuse. In grade eleven the area of concentration is human sexuality. Components of the curriculum include reproduction, stages of pregnancy and parenthood. During grade twelve students concentrate on various health related topics, the monitoring and application of which they will be more personally responsible for while attending college. Nutrition, stress management, eating disorders, weight management, concepts related to personal fitness and the mind/body connection are discussed.

## PHYSICAL EDUCATION MINOR ELECTIVES

### FIRST AID/CPR/AED CERTIFICATION & TRAINING

Semester

Students in this elective will take the American Red Cross training course. They will get certified in Adult, child, and infant CPR/AED. Students will also get trained in basic First Aid techniques and First Aid for sports injuries. Time permitting, students will also get Babysitter's Training. There will be a \$15 fee for the book and certification card.

### FITNESS AND WELLNESS TRAINING

Semester

This class is designed to inform students about the benefits of lifelong fitness and overall wellness. Students will explore the intellectual, social and emotional benefits of fitness and wellness. This class is also designed so that students will have the opportunity to experience the following aspects of fitness programming and overall wellness assessment: fitness assessment, body composition, target heart rate, motor skills testing, flexibility testing, agility testing, personal weight training, aerobic exercise, oxygen intake capacity and wellness profile. Students should be aware that this class requires a high level of physical activity. Limit: 12.

### YOGA

Semester

This course will cover various yoga disciplines and practices. Students will participate in routines based in YogaFit, Ashtanga, Iyengar, Ananda, and Bikram styles. There is a possibility that the class will conclude with a field trip to an authentic Bikram yoga studio in either the Moorestown or Philadelphia area. Students will be graded on class participation and willingness to give one's best effort during each session. Equipment: yoga mat and comfortable clothing. Limit: 12.

## **RELIGION & PHILOSOPHY**

Quakerism is an integral part of life at Moorestown Friends School. It undergirds the school's philosophy and, therefore, its attitude towards education and young people. Quakers believe that life has a spiritual dimension and that understanding and developing that dimension is as fundamental to education as mathematics or reading. In the Upper School, the Quaker concern for spiritual education is transmitted in a number of ways: through service activities; through formal classes; through student government; through attention to Quakerism's central values of integrity, harmony, equality, simplicity, and community; and through a deep commitment on the part of the staff to nurturing the life of the spirit.

A Quaker school does not aim to create Quakers but rather to help young people become aware of the "inward light," that spiritual presence in all of us that provides guidance and direction for living in our complicated world. The school believes that the religious tradition of each student is strengthened by the understanding of Quaker history, faith, and practice. One of the strengths of a Quaker education is its focus on empowering students to develop and use their talents and gifts within a caring community.

The practices of Quakerism, especially Meeting for Worship, give young people powerful tools for spiritual growth. Meeting for Worship is the setting in which that growth is nurtured. The students gather silently to reflect together. Sometimes meeting begins with a story or brief talk on a topic of concern to the community; we encourage students to speak from their hearts if so moved; always we let the silence work on us together. This quiet time together provides us with focus, with space to be reflective, and with a peaceful center to our busy week. Returning graduates will often single out Meeting for Worship as the most formative part of their education at Moorestown Friends School

#### WORLD RELIGIONS AND CURRENT ISSUES (Grade 12)

Fall Semester

This course will provide an overview of world religions (Indigenous traditions, Hinduism, Sikhism, Buddhism, Taoism, Judaism, Christianity and Islam) in the context of looking at three major issues: religions and conflict (war/peace and terrorism); social justice and economic globalization, and environmental concerns. The course will include a basic introduction to religion and the history and beliefs of each faith tradition. The major focus will be on the multiple views of each problem and the ways religious groups are attempting to provide positive solutions that work in the context of the “real world”.

#### FINDING MEANING (Grade 12)

Spring Semester

The philosopher Nietzsche once said, “He who has a why to live can bear almost any how...” This statement in many ways sums up the search for meaning that philosophers and theologians have sought to describe and explain. It matters to us that life has meaning, that the sacrifices we make are done for a reason, that our suffering has significance. This course will be an overview of the answers found to this search in literature, experience, philosophy and world faith traditions (“Eastern”, “Western” and traditional). There is some agreement on what practices bring us a sense of meaning; we will learn about these and test them ourselves. There will be a wide variety of readings and a major paper or project to demonstrate our understanding of this search as well as regular journal responses to the issues posed in class discussion and readings.

### RELIGION & PHILOSOPHY MINOR ELECTIVES

#### ART & SPIRIT

Semester

The record of the transcendent spiritual experience of human beings throughout time is recorded in the world of art. Art itself is often seen to embody the presence of a greater Spirit – either in the wearing of a mask, the embodiment of a spirit into a statue or the ritual connections made through prayer beads and Holy texts. This course will explore the connection between art and spirit using film, art objects and writings of mystics. This course can be applied toward the art or religion requirement.

#### THE BIRTH OF MODERN PHILOSOPHY: DESCARTES TO KANT

Semester

We will study the work of Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant with special emphasis on how these thinkers have shaped modern thought. We will read from original and secondary sources as we look at their approaches to

ontology (being), epistemology (knowing), and ethics. Students will respond to readings and complete a project. Open to grades 11 and 12. Grade 10 with permission. Meets religion/philosophy requirement.

## CHILDREN'S BIBLE STORIES FOR ADULTS

Semester

In this class we will read children's versions of famous stories like Noah and the Ark, Joseph and the Many-Colored Coat, and Jonah and the Whale. Then we will read the stories as they appear in the Bible, and discuss them at an adult level. We will also look at several paintings of scenes in Joseph's life, and watch the movie "Joseph King of Dreams." This course will focus on the collection of writings that Jews call the Bible or the Tanakh and Christians call the Old Testament. This class counts toward the religion/philosophy graduation requirement. Grade is based on short essays assigned approximately once per month.

## DOWN THE GARDEN PATH: SUSTAINING OURSELVES AND THE FUTURE

Semester

If you wander down the garden aisle in a bookstore or look up gardens on line you will find that people all over the world are fascinated by gardens. Maybe it is because humans have been gardening so long, the earliest known garden plan is from an estate that may have belonged to an Egyptian official living in Thebes around 140 B.C. You can study a range of academic fields from ethnobotany to poetry in a garden. This course is designed to cover a variety of ideas from the problem of invasive species brought to countries by unwitting gardeners, to the development of meditation gardens by religious communities to ethical issues. This course will include a service component working with Lower School students to help them learn about gardens and to help Lower School students create a meditation garden for the whole school. The course will be applicable to the religion requirement and feature ideas from the Examined Life program. Expect academic work as well as gardening.

## ETHICAL DILEMMAS IN LAW, MEDICINE, JOURNALISM AND TECHNOLOGY

Semester

In this class we will study the ethical rules that govern doctors, lawyers, journalists, and other professionals, and ethical issues that arise. What should a lawyer do when he/she knows that his/her client is guilty? Should lawyers use "technicalities" to get their clients off? What should a doctor do if parents refuse necessary treatment for their child? Should physician-assisted suicide be legal for terminal patients who are suffering great pain? How should journalists decide whether to print or show horribly graphic images of death and destruction in war? What should a newspaper do if the government asks that it hold off on publishing certain information so the military can prepare for the anticipated reaction? This class counts toward the philosophy/religion graduation requirement. Grade is based on short essays assigned approximately once per month.

## ETHICS (Grade10, *Required*)

Full Year

The goal of this course is to give students tools to use when they are faced with ethical dilemmas. We will begin with a discussion of ethical values, and then discuss how codes of behavior take abstract ethical values and make them concrete by listing specific rules. We will discuss some tests for distinguishing right from wrong, and then some common forms that ethical dilemmas take, such as justice versus mercy. We will

study four different approaches to resolving ethical dilemmas: Utilitarianism, Kant's Categorical Imperative, the Religious Approach/Golden Rule, and the Cooperative Approach. Most of the ethical dilemmas we discuss will be ones that high school students might actually face in their day to day lives. Later in the year we will watch and discuss the movie *School Ties*, which is set in a high school and presents many ethical issues. We will also discuss some wider societal issues. Grade is based on short essays assigned three times per semester.

## RELIGION IN FILM

Semester

Film often portrays religions and religious issues. Sometimes this is done well and sometimes the results are controversial. In this course we will use films as a means to understand a religion and we will explore the controversial issues surrounding the use of film in this way. We will examine different viewpoints not represented in the film, tracking the “missing” conversation and discuss how the films reflect the difference between “lived religion” and descriptions of religious beliefs in textbooks. Students should be prepared to reflect on each film in writing and to study background information necessary to understand the religious component of each film. All of this will be done in the framework of understanding basic components of religious beliefs. This course is applicable toward the religion requirement.

## TAKING THE BIBLE SERIOUSLY WITHOUT TAKING IT LITERALLY

Semester

In this class we will discuss issues such as: Is God all-powerful? Does God make decisions and intervene in our lives? For people who answer these questions in the negative, is there anything left of the idea of God? If there is a God, why do terrible things happen to innocent people every day? Is it possible to take the Bible seriously even though it accepts slavery as a perfectly normal part of society? Is there a way that you can take the Bible seriously if it condemns homosexuality but you believe in gay rights? What is the relationship between the Biblical account of creation and modern science? This course will focus on the collection of writings that Jews call the Bible or the Tanakh and Christians call the Old Testament. This class counts toward the religion/philosophy graduation requirement. Grade is based on short essays assigned approximately once per month.

## WOMEN OF THE BIBLE

Semester

This course will focus on the collection of writings that Jews call the Bible or the Tanakh and Christians call the Old Testament. The Bible describes a sexist and patriarchal society, but was it more sexist or less sexist than later societies? What kinds of stories have modern women written imagining the lives and perspectives of Biblical women? We will read about Eve, and ask whether on balance it was good or bad for humanity that she ate the forbidden fruit. We will discuss whether Dinah was raped, or whether her relationship with Shechem was consensual. We will study Abigail, who single-handedly prevented a massacre. And we will examine ways that the story of Queen Esther both empowers and degrades women. This class counts toward the religion/philosophy graduation requirement. Grade is based on short essays assigned approximately once per month.

## SCIENCE

All ninth grade students take Biology I and all tenth grade students take Chemistry I. In grades eleven and twelve, students may choose among year long courses in life sciences, chemistry and physics. A balanced program in these three areas is recommended (and required by many colleges) for students intending to pursue technical majors in colleges.

Science courses in the Upper School are differentiated, meaning each classroom generally is populated by students in the regular track and students in the honors track or by students in honors and AP. At the end of four weeks of coursework, each student's performance determines his/her placement (regular or honors, honors or AP). The rigor of the assessments and the grading standards are matched to the placement level.

Most courses, with the exception of AP courses, require the successful completion of a project for the annual Science and Engineering Exposition.

GENERAL BIOLOGY (Grades 9, 10, 11, 12)	Full Year
GENERAL BIOLOGY HONORS (Grades 10, 11, 12)	Full Year

The Biology I course connects the major principles of biology - ecology, evolution, molecular and cellular biology, and anatomy and physiology of the human body – to the sensibility that the nature of life can be understood through the scientific method. This sensibility is fostered through lecture, demonstrations, laboratory activities, and field trips. Biology I serves as a prelude to more advanced study of the life sciences (AP Biology, AP Environmental Science, and Molecular Biology). Grades are based upon at-home and in-class work, laboratory reports, tests, and the successful completion of a project for exhibit in the annual Science and Engineering Exposition.

BIOLOGY – ANATOMY AND PHYSIOLOGY (Grades 11, 12)	Full Year
BIOLOGY – ANATOMY AND PHYSIOLOGY HONORS (Grades 11, 12)	Full Year

Anatomy and Physiology provides an introduction to the human organism with emphasis on the balance between organ systems, movement and support, integration and coordination in humans, human reproduction and genetics, practical health-related aspects of each organ system, our interaction with microbes, and the place of human beings in the ecosystem. The laboratory component of this course is comprised of the dissections of a variety of organisms. Assessments include quizzes, tests, projects, laboratory reports, and successful completion of a research project for exhibit in the annual Science and Engineering Exposition.

BIOLOGY – ENVIRONMENTAL SCIENCE HONORS (Grades 11, 12)	Full Year
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Environmental Science examines the interactions of living systems with each other and their interactions with the environment. Major topics include biomes and ecosystems, biochemical cycles, population studies, biological competition, predator-prey relationships, resource management and human impact on the environment. Integrated field studies, discussions about policy and practice in conservation, and interdisciplinary

exercises further understanding of the material. Grades are based upon at home and in class work, laboratory reports, test scores, and successful completion of a project for exhibit in the annual Science and Engineering Exposition.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (Grades 11 and 12) Full Year

The Advanced Placement Environmental Science course, designed to provide students with a learning experience equivalent to that of an introductory college course in environmental science, is taken by students after the completion of two years of high school laboratory science (one year of life science and one year of physical science). The course provides instruction in seven content areas: Earth systems and resources; the living world; population; land and water use; energy resources and consumption; pollution; and global change - through a weekly review of current events; video tapes of different locales on Earth; trips to the field for observation and measurements; tours of a wastewater treatment plant and a recycling center; observations and measurements of a stream or pond; quantitative problem solving and statistical analysis of online databases; practice in the preparation and delivery of an argument; and the design of a laboratory or field experiment. All students enrolled will be expected to take the AP exam in May, for which there is an additional expense (\$86 in 2010).

BIOLOGY - NUTRITION (Grades 11 and 12) Full Year  
BIOLOGY - NUTRITION HONORS (Grades 11 and 12) Full Year

Designed for students with an interest in nutrition, this course is an introduction to the science of nutrition and its relationship to health. The basic physiology, psychology, social, and biochemical principles related to human nutrition lay the foundation for an analysis of historic and contemporary controversies, such as fat versus carbohydrates in the diet, vegetarianism, and supplement use. Special attention will be paid to American trends in food consumption and their impact on health and to the dietary practices employed in the pursuit of weight maintenance, health, and fitness. Grades are based upon at-home and in-class work, nutrition analysis, tests, and the successful completion of a project for exhibit in the annual Science and Engineering Exposition.

ADVANCED PLACEMENT BIOLOGY (Grades 11, 12) Full Year

Designed to be the equivalent of the general biology course usually taken during the first college year, this course differs qualitatively from Biology I with respect to the kind of textbook used, the number and kinds of topics covered, the emphasis on calculations involving statistics and probability, and the kind of laboratory work done by students. Grades are based upon at-home and in-class work, quizzes, projects, and test scores. All students enrolled will be expected to take the AP exam in May, for which there is an additional expense (\$86 in 2010).

CHEMISTRY I (Grades 10, 11, 12) Full Year  
Requirements: Algebra I  
CHEMISTRY I HONORS (Grades 10, 11, 12) Full Year  
Requirements: Algebra II

Matter, specifically the structure and properties of matter, is the focus of Chemistry I. Topics include the use of models in scientific explanation, measurement and uncertainty, molecules, moles and molecular weights, chemical reactions and

equations, the kinetic-molecular theory of gases, solids and liquids, atomic theory, periodicity, and energy relationships. Applications of chemical principles to daily living are stressed. Grades are based upon at home and in class work, laboratory reports, quiz and test scores, and successful completion of a project for exhibit in the annual Science and Engineering Exposition.

CHEMISTRY II (Grades 11, 12)	Full Year
CHEMISTRY II HONORS (Grades 11, 12)	Full Year
Requirements: Chemistry I, Algebra II	

A continuation of Chemistry I, Chemistry II completes the survey of topics covered in a first-year university-level chemistry course and explores familiar topics more deeply with an emphasis on problem-solving. Topics include the structure and properties of matter; chemical reactions; energy; conservation of energy and increase in disorder; interactions of energy and matter; semi-conductors, and organic chemistry. Grades are based upon at home and in class work, laboratory reports, quiz and test scores, and successful completion of a project for exhibit in the annual Science and Engineering Exposition.

CHEMISTRY III HONORS (Grade 12)	Full Year
Requirements: Chemistry II or AP Chemistry	

Consideration of sterics and electronics in organic synthesis underlies this introductory course in Organic Chemistry. Molecular structure and bonding are understood through the construction of mental pictures of the structure of atoms and molecules, pictures that are supplemented by non-electronic and electronic models. Grades are based on successful completion of weekly essays on current events relating to Chemistry as well as an original research project for submission to the Young Epidemiology Scholarship Competition.

ADVANCED PLACEMENT CHEMISTRY (Grades 11 and 12)	Full Year
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The Advanced Placement Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. AP Chemistry teaches the fundamentals of chemistry and fosters competence in dealing with chemical problems through an emphasis on chemical calculations and the mathematical formulation of principles. The laboratory supports conceptualization of fundamental chemical principles of the structure of matter, the states of matter, chemical reactions, and descriptive chemistry. Successful completion of Chemistry I is a prerequisite for AP Chemistry. Grades are based upon at-home and in-class work, laboratory reports, and tests. All students enrolled will be expected to take the AP exam in May, for which there is an additional expense (\$86 in 2010).

INDUSTRIAL DESIGN	All Year
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Industrial design is a course that hones the technical expertise, creativity, practical knowledge and visualization skills of students interested in designing a wide variety of products for daily use. This project-based course requires not only eye for detail but also team problem-solving skills to produce goods. Students will research design trends, market values, safety, texture, shape, safety weight and materials to be used before designing a product. The final products as well as the process illuminated by the

student in a design journal with daily entries form the basis for evaluation. After several small and group projects, each student will produce one major design project that will be previewed at SEE.

PHYSICS I (Grades 11, 12)	Full Year
Requirements: Algebra II (previous or concurrent)	
PHYSICS I HONORS (Grades 11, 12)	Full Year
Requirements: Algebra II	

Physics I introduces physics through a focus on basic mechanics. Topics include motion analysis (graphical and mathematical), gravitational force, friction, equilibrium, conservation of energy, conservation of momentum, interaction of energy and matter (sound waves and waves on water), electrical force and fields, circuits and geometric optics. Physics I Honors approaches the material in a more mathematical manner than Physics I and includes additional study of gravitational fields, non-conservative forces, momentum with changing mass, escaped velocity, rolling motion, damped and forced harmonic motion, Gauss' Law and dielectrics. Grades are based upon at home and in class work, quizzes, projects, test scores, and successful completion of a project for exhibit in the annual Science and Engineering Exposition.

PHYSICS II (Grades 11, 12)	Full Year
Requirements: Physics I, Pre-Calculus (previous or concurrent), Chemistry I (previous or concurrent)	
PHYSICS II HONORS (Grades 11, 12)	Full Year
Requirements: Physics I, Pre-Calculus (previous or concurrent), Chemistry I (previous or concurrent)	

Physics II deepens understanding of key concepts in physics and engineering through problem solving in selected topic areas. Topics include mechanics, numerical methods, fluid dynamics, thermodynamics, analog and digital electronics, robotics, material science, biotechnology/chemical engineering and environmental engineering. Grades are based on weekly homework, quizzes, tests and projects as well as completion of a project for exhibit in the annual Science and Engineering Exposition.

ADVANCED PLACEMENT PHYSICS B (Grades 11, 12)	Full Year
Requirements: Physics 1, Precalculus	

Advanced Placement Physics B provides a systematic introduction to the main principles of physics and emphasizes the development of conceptual understanding and problem-solving ability using algebra and trigonometry, but rarely calculus. In most colleges, this is a one-year terminal course including a laboratory component and is not the usual preparation for more advanced physics and engineering courses. However, the B course provides a foundation in physics for students in the life sciences, premedicine, and some applied sciences, as well as other fields not directly related to science. All students enrolled will be expected to take the AP exam in May, for which there is an additional expense (\$86 in 2010).

The goal of this course, modeled on a half year college introductory course in psychology, is to train students how to think critically about psychology. Critical thinking is defined in this course as the use of relevant evidence to draw conclusions. Psychologists think critically when they draw conclusions from research, make diagnoses, or determine the most effective treatment protocols. As is true with many skills, “practice makes perfect” in the acquisition of critical thinking skills in psychology, and this course is designed to give ample practice in critical thinking in psychology. Students will practice critical thinking by identifying, evaluating and using evidence, particularly evidence-based practices in psychology. In addition, students will practice how to generate evidence themselves and how to incorporate critical feedback about their writing and research in psychology into their thinking. The critical thinking skills that are practiced and hopefully learned in this course should create a platform for lifelong open-mindedness, curiosity, and skepticism.

### SCIENCE MINOR ELECTIVES

#### TOPICS IN LIFE SCIENCES (Grades 9, 10, 11, 12)

Semester

Electives in applied life sciences are offered on an occasional basis. Topics have included Cardiac Physiology, Neuroscience and Neuroethology, Pre-Med Seminar and DNA: Bioninformatics and Cloning. Assessments are based on group projects.

#### TOPICS IN CONSUMER CHEMISTRY (Grades 9, 10, 11, 12)

Semester

Electives in applied chemistry are offered on an occasional basis. Topics have included Food Science, the Chemistry of Cosmetics, Forensic Science and preparation for the New Jersey Science Olympiads. Assessments are based on group projects.

#### TOPICS IN PHYSICAL SCIENCE (Grades 9, 10, 11, and 12)

Semester

Electives in applied physics and engineering are offered on an occasional basis. Topics have included Engineering Design, Robotics, and Rocketry. Assessments are based on group projects.

### **WORLD LANGUAGES**

The world languages program offers a sequence of courses in French, Spanish and Chinese, beginning in Middle or Upper School. After an introduction to all three languages in grade six, MFS students begin formal study of a chosen language in seventh grade and continue the sequence at least until the third year level in the upper school. Depending on their background, students new to MFS in grade nine may enroll in Chinese 1, Spanish I, Spanish II (regular or honors) or French II (regular or honors, based on a recommendation form submitted by their grade eight language teacher (where applicable) and/or an exam administered by the MFS Language Department. New students enrolling in grades higher than nine are placed according to the same procedure.

During the first year of language study, students are introduced to basic French, Spanish or Chinese grammar. Emphasis is placed on the four skills of listening, speaking, reading and writing. Various activities such as reading stories, listening to native-speaker interviews, conversations, and music, and viewing videos are used to strengthen these basic skills as well as to build vocabulary. In addition, time is devoted to acquainting students with the culture of francophone, Hispanic and Chinese-speaking countries. The foreign language is spoken to the greatest degree possible in the classroom.

The second and third year courses complete the formal introduction to grammar and continue the development of skills in conversation and free composition with emphasis on idioms and vocabulary building. The level of reading increases in difficulty of content, grammar and vocabulary.

Students completing the third year of the regular sequence of courses who wish to continue language study may be able to proceed into a fourth year regular or honors course. Students and parents should be aware that level four courses involve a significant increase in difficulty and sophistication, as the acquisition of basic skills gives way to application and use of the language in context. Foundational grammar skills are necessary and assumed, and reinforced within the context of speaking, listening and writing. Students make regular use of cultural materials such as newspaper articles, reading projects, oral presentations, and audio and video presentations on various aspects of the francophone, Hispanic or Chinese-speaking world. One of the goals of all level four courses is also preparation for SAT II language exams.

In the fifth year, the honors track in French and Spanish becomes an Advanced Placement program in language. AP courses are the equivalent of first-year college courses, and therefore students need strong foundational skills (e.g., strong grades in previous honors course, strong teacher recommendation). Students participate in challenging listening, oral and written language exercises, and they read literary works that prepare them for the AP exam in May. All students enrolled will be expected to take the AP exam in May, for which there is an additional expense (\$86 in 2010).

Students in all world languages courses are evaluated on the basis of listening and oral proficiency, homework, quizzes, tests and a final exam. Since language acquisition is cumulative and skill-based, to be eligible to advance to the next regular-level course a student must achieve a C average for the year. Students ending the year with a grade lower than a C may either repeat the course the following school year (if schedule permits) or complete a program of independent summer tutoring approved and supervised by department faculty. Students must retake the final exam in late August and earn a grade of C in order to advance to the next level.

Honors level courses are available beginning in Level II. Continuation in honors-level courses requires a year-end grade of B+ or higher and a strong recommendation by the current teacher.

Moving from regular to honors: Students who have achieved at the A- level or better in a regular level course may be eligible to advance to the honors track, depending on strong teacher recommendation and approval by the Department. Students must demonstrate adequate competency (B+ or better) on the honors level final exam administered in June. For those who want to undertake independent summer study to

move from regular to honors, re-testing is available in late August or early September. The same minimum requirements apply to the results of this test and it will encompass speaking, listening and an honors word count composition. Students in honors level courses will also complete an extensive summer assignment that is due the first day of classes and that will be part of their first quarter grade.

Upper School world language students are eligible to be candidates for travel abroad programs in France, Canada, Spain, Latin America or China. These trips tend to occur every other year.

Selected students participate annually in the National French Contest and the National Spanish Examination. In Level III Honors or higher, outstanding scholars are eligible for induction into the Spanish and French honor societies in the spring.

## LANGUAGE MINOR ELECTIVES

### FOCUS ON PARIS

Semester

This course is strongly recommended for students interested in next spring's French trip to Paris. The purpose of the course is to introduce students to the history and significance of the places that we will visit on the trip so that we have a richer experience while we are there. The course is also open to any other students who are interested in learning more about the City of Light. The language of instruction will be English. Assessment will be based upon student presentations. Note: if you are unable to take this class because of a scheduling conflict but have an interest in the trip, the instructor will provide you with required preparation materials.

### FRENCH FOR FASHIONISTAS

Semester

Paris is the center of the fashion world. It was here that some the greatest names, such as Coco Chanel, Christian Dior, Yves Saint-Laurent, and Christian Louboutin, established their boutiques on Avenue Montaigne or one of the other mythic streets forever associated with haute couture. If you're interested in pursuing a career in fashion, or you are just a fan, this course is for you. The focus will be on vocabulary acquisition through reading French articles or listening to French documentaries, movies, and newscasts. Assessments will be based upon vocab quizzes. This class is open to students who are presently enrolled in French or those who took French in previous years.

### GABRIEL GARCÍA MÁRQUEZ AND MAGICAL REALISM

Semester

Students will explore the "magical" world of Gabriel García Márquez through short stories, his epic novel *One Hundred Years of Solitude* and movie adaptations of many of his novels. Believed by many to be one of the world's greatest writers, Márquez is a Colombian-born author and journalist, winner of the 1982 Nobel Prize for Literature and pioneer of the Latin American "Boom." The literary world of Gabriel García Márquez is one in which realities collide: reality and imagination, old and new, ordinary and extraordinary. The language of instruction will be English.

### INTRODUCTORY GERMAN

Semester

A beginner's course for students with little or no previous knowledge of German. This minor is designed to introduce students to the essential structures of spoken and written German using situations from daily life. Fundamental grammar and vocabulary will be covered. *Limited to 10 students.*

## INTRODUCTORY ITALIAN

Semester

This is a beginner's course for students with little or no previous knowledge of Italian. This minor is designed to introduce students to the essential structures of spoken and written Italian using situations from daily life. Fundamental grammar and vocabulary will be covered. Parallels will be made to French and Spanish which seek to emphasize the similarities across romance languages. *Limited to 10 students*

## LATIN AMERICAN HISTORY THROUGH FILM

Semester

The purpose of this course is to introduce students to the historical context of Latin American countries, their culture and history. This class will emphasize political events of the nineteenth and twentieth centuries and how they have changed or shaped the lives of their people. Some of the movies we will watch in this class include: *Cocalero* ( Bolivia), *The colonel awaits* ( Colombia), *The house of Spirits* ( Chile), *Balseros* ( Cuba), *The silence of Neto* ( Guatemala), *Innocent voices* ( San Salvador), and *Things I left in Havana*.

## LATIN AMERICA IN TRANSITION

Semester

This course will introduce students to contemporary issues in Central and South America. Students will explore some countries in depth, examining current events, society, music and literature. Students will be expected to make brief regular presentations and pursue comparisons between different nations. The goal of this course is to foster some familiarity with several Spanish speaking countries through culture and history; and, through comparisons to create an understanding of the diversity and common issues across some Latin American countries. Some of the topics will include: Cocaine and corruption in Colombia, Inside Argentina's broken economy, Ecuador: divided over oil and Guatemala; The Human Price of Coffee. *Limited to 10 students*

## LATIN ARTS

Semester

This class will introduce students to many different points of view about Latin American Art. Latin music, food, and crafts reflect the varied traditions and lifestyles that make up the rich and diverse Latin Culture. Students in this course will need to provide some art supplies. *Limited to 10 students*

## LATIN LANGUAGE AND ROMAN CIVILIZATION

Semester

Students in this course will learn the basics of the Latin language and a good deal about Roman civilization. The language part of the course provides a focus on basic Latin grammar, readings of famous Roman authors in English, and study of Latin vocabulary and English derivatives. The cultural part of the course will provide a look at famous topics in Roman history such as the eruption of Mt. Vesuvius and the city of Pompeii, gladiatorial games, Roman engineering etc.

## SERVICE REQUIREMENT AND COURSES

*"The search for truth, which begins in contemplation, finds expression in action."*

Robert Lawrence Smith

Service is a natural result of our concern for one another. We participate in a wide variety of service activities throughout each division. We support all students in finding a place for service in their lives and welcome student suggested service activities. There are also service electives that allow students to fulfill their hours at Moorestown Friends School.

Service is the visible result of the core of Quaker values; therefore, in order to graduate we require a minimum of 50 hours of volunteer service during the Upper School years. This service should be completed in no more than three to four areas. Ideally students will concentrate their efforts on one area or placement. The Upper School Service Learning Coordinator will help students find service placements and certify completion of this requirement. Students should document their fulfillment of this requirement by the end of the first semester of senior year. At the same time students should also complete a senior service self reflection paragraph. Documented service hours should be given to the Service Coordinator. This applies to all Upper School students who enter Moorestown Friends School before their senior year.

### SERVICE MINOR ELECTIVES

#### SERVICE: HOSPICE & HEALTH CARE

Semester

This course is designed to meet three areas of concern. The first is to help Samaritan Hospice and other health care providers to promote awareness of the needs of families, patients and caregivers facing difficult health care or end of life decisions. This service includes an interdisciplinary program that takes into account the physical, emotional and spiritual aspects of the ill and the dying. It also includes support for family members and community members in managing the hospitalization or grieving process. The second category of concern is for students to understand the natural processes of the end of life transition, including mourning and grieving. In addition students will understand the societal context of providing services to help families manage the grave health care concerns and end of life experience; and the tensions within society around provision of these services. There will be several speakers from a variety of local health care and hospice service providers. This is a service learning course, this means that not only will you have the opportunity to provide service but you will also spend some time reflecting on the meaning of that service for society and how it impacts you personally. You will receive 12 hours of service and a letter grade.

#### SERVICE LEARNING: SPECIAL EVENTS

Semester

Students enrolled in this course will provide significant help with the following service projects: Thanksgiving Happening, the MLK Day of Service, and projects for the Samaritan Hospice. Students help with the some or all of the following tasks:

Crafts – planning, testing with the 4<sup>th</sup> grade, writing instructions

Maintain Database of all students involved in projects

Help with Thanksgiving Food Drive

Coordinate projects for MLK Day

Knit small blankets for patients at Samaritan  
Service hours will be given for this class.

**TAKE ACTION: A SERVICE LEARNING SEMINAR**

Semester

It is important to provide food to those who are currently hungry, but it is also important to work to create a world in which there are fewer people who cannot afford food. In this class we will educate ourselves about the causes of poverty, hunger, homelessness and environmental degradation, and about what some solutions might be to these problems. We will study the world of advocacy websites, and use them to take action on issues that are important to class members. We will learn about a variety of organizations, and choose a small number of them to receive donations. And we will make a loan to a specific microbusiness in an impoverished part of the world and track the repayments as they are made. A large number of individuals and organizations working on these issues are connected with particular religions, so we will also examine some of the religious bases for taking action. Students will receive ten hours of service credit OR credit for a religion class (not both). Grade is based on short essays assigned approximately once per month. [Note: students will not have to provide or raise money for the donations or the loan.]

**INDEPENDENT STUDY (all disciplines)**

As Arranged

Independent study allows students to pursue a particular course of study not offered in the standard Moorestown Friends curriculum. It is open to those students who have demonstrated the ability to work independently.

There are two basic types of independent study: A) designed by a student to study a subject or topic of his own choosing in a manner which he proposes; and B) one structured by a faculty member. Both types of independent study proposals require the approval of an academic department and the Upper School Director. Application forms for Independent Study are available from the Upper School office.

Independent study courses must normally be taken in addition to regular course requirements. Only seniors, with the Upper School Director's permission, may take independent study within the basic requirements of being enrolled in five major courses. Students must complete at least two visual arts classes before seeking a visual arts independent study.

## MFS HONORS PROGRAM OVERVIEW

The honors program is designed to challenge and inspire students wishing to undertake the most rigorous and wide-ranging college-preparatory curriculum the school has to offer. Two years in duration (grades 11 and 12), its goal is to provide students with both breadth and depth of learning, i.e., accelerated, well-rounded mastery of the academic disciplines coupled with significant specialization in one area. Emphasizing individual creativity, independence and action, the program requires students to identify and develop a passion, seek relevant knowledge and skills, and apply these in the world. Students have significant latitude in designing their program and work closely with faculty during the two-year process.

Criteria for admission to the program include: academic aptitude as indicated by grades and standardized test scores through the sophomore year; intellectual curiosity, motivation, self-discipline, organization and an ability to work independently; and strong teacher recommendations. Students may apply for the honors program during the spring of sophomore year. The honors program committee evaluates the strengths of each applicant and determines admission to the program.

### Program requirements

- A. Candidates must satisfy the following four academic criteria in their junior or senior year:
  1. Completion of a minimum of four AP courses and exams -or- two honors classes and three AP courses and exams. In either arrangement, these rigorous classes must include at least one quantitative subject (e.g., chemistry, calculus) and one humanities/art subject (e.g., English, visual art).
  2. Completion of level four French or Spanish.
  3. Completion of a discipline concentration (i.e., a program of related major and minor courses, extracurricular activities, service, trips, etc.) designed by the student and approved by the academic department. (See the appendix for examples.)
  4. Completion of a capstone project that is presented and defended publicly. This typically requires about 40 hours of independent work that cannot be used to fulfill other MFS requirements. Projects might include: researching a paper, conducting a lab experiment, assembling a portfolio, working in an internship, developing a technology project, directing a play, choreographing a dance, arranging a musical performance, orchestrating an art exhibition, or undertaking a service initiative.

B. Candidates must also satisfy two of the following action criteria in their junior or senior year:

1. Participation in a varsity-level sport during both junior and senior years.
2. Participation in a significant leadership position (e.g., clerking a student-run committee, editing the yearbook or school newspaper, etc.).
3. Participation in a service trip (e.g., a service-oriented intensive learning trip) or a significant community outreach project (e.g., political campaign, environmental advocacy, fundraiser).
4. Participation in a world language/international exchange.
5. Participation in at least three significant off-campus opportunities (e.g., competitions, conferences, student leadership institutes, summer programs).
6. Participation in two performing arts groups during junior and senior years, or playing a significant role in two dramatic performances during junior and senior years.
7. Participation in a significant action-oriented experience of the student's own design.

### **Advance Preparation**

Although the honors program takes place during the junior and senior years, students should begin considering this option during ninth and tenth grade. All students and families should be familiar with the honors program opportunities and requirements and may want to make course choices with the program in mind. In all academic disciplines the ninth and tenth grade curricula at MFS provide adequate preparation for the Honors Program. It is not essential that students enroll in advanced or honors-level courses as freshmen and sophomores. However, doing so provides the best preparation for the pace and rigor of the honors program and affords students flexibility in meeting the program's academic requirements. For example, AP Spanish and AP French are level five courses. A student must complete the second level language course in ninth grade in order to be prepared to enroll in these classes as a senior. AP Calculus AB requires a student to have followed the advanced track in math since ninth grade or to accelerate at some point by means of summer work. AP Calculus BC requires further acceleration. Underclass students interested in the honors program should consult with the upper school division director regarding appropriate course choices.