

MOORESTOWN FRIENDS SCHOOL UPPER SCHOOL CURRICULUM GUIDE 2007-2008

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 Dean of Students or Director in person or by telephone for clarification.

Most courses in this 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.

Table of Contents

Overview of the Curriculum	2
Arts	4
Computers and Technology	11
English	13
Mathematics	17
Physical Education, Health	19
Science	20
Social Studies	24
Religion	28
World Language	31
Service Requirements and Courses	33
Independent Study	34
Honors Program	35

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
Social Studies:	three years, including one major elective in Religion or Philosophy in grade 12 (or two minors, see below)
World Language:	through level three of one language

Minor Courses: minor courses, meeting two times in six days, are offered in the arts, mathematics, technology, English, science, world language/culture, social studies, service, and physical education. For most students in grades 9 through 12 two minor courses are required each semester; three if a student elects only four majors. Those with six majors or 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
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 Project; Grade 10--Learning Styles; Grade 11--Service Learning; Grade 12--Senior Retreat.

Senior Projects: 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. All students enrolled in AP courses are expected to take the AP exam in May. AP course offerings in the junior or senior year include:

Math: Calculus AB, Calculus BC, Statistics

Technology: Computer Programming A

Science: Biology and Physics C, alternating with Chemistry and Environmental Science

World Language: Spanish Language, French Language

English: English Literature

History: United States History

Arts: Music Theory, Studio Art (Drawing)

English: Theater Arts Honors and Creative Writing are offered as majors for grades 11 and 12.

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

Computer Programming: an Advanced Placement course is offered, focusing on the JAVA programming language.

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

Summer Courses: students may, with permission, accelerate within a particular discipline (e.g., Math) by tutoring, summer course work, or independent study. School-administered exams, given in late August, determine acceleration. Acceleration does not alter the number of courses per discipline required on campus.

College Courses: when a student has gone beyond our 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.

GRADES

All courses give grades of A, B, C, D, NC (no credit). Unless otherwise noted, end of year grades represent an average of quarter grades (one quarter = 21.5%) and the mid-year and final exams (together 14%). 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 trimester/quarter 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.

ARTS

All art courses except Art Studio, AP Studio Art (Drawing), 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

ADVERTISING DESIGN I & II

Semester

For newcomers the level 1 course will focus on the basics of print advertising design by exploring concepts of composition, typeface usage, and how a reader approaches, reads and retains an ad message. Students will create their own ads, brochures and promotional materials. Copy writing, photography, illustration, and layout will all be covered. The course will primarily use Adobe InDesign. The level 2 course (level 1 prerequisite) will offer deeper exposure to and experience with these and other topics.

ART STUDIO I (Grades 11, 12)

Full Year

An intensive involvement in varied media, Art Studio I incorporates daily class meetings scheduled for the full school year. Activities in areas of personal expertise will be encouraged, although a number of common visual problems will also be assigned. Projects will emphasize the application of the basic elements of art with the ultimate goal of strengthening drawing skills and bolstering artistic and aesthetic sensibilities. Both teacher and student assessments will occur on a regular basis. Students will also take a field trip to the Metropolitan Museum of Art or the Museum of Modern Art in New York City in the spring.

Interested and qualified students may use the Studio I and II courses as the basis for fulfilling the requirements of AP Art Studio (Drawing). Combining class-work and a substantial amount of independent work, students produce a portfolio of 29 pieces that reflect three areas of concern: quality of work, concentration of subject matter or theme, and breadth of rendering skills. The AP designation appears in the senior year on the student's transcript.

Prerequisite: two art electives

ART STUDIO II/ADVANCED PLACEMENT STUDIO ART (Grade 12) Full Year

Art Studio II continues the work of Art Studio I with a more concentrated emphasis on the acquisition of stronger drawing skills using a variety of media and studying more specific topics. This course begins with memory/observational drawing using pencil, pen and ink and scratchboard as media to solve the visual problems assigned. On alternating years the focus then moves to either landscape employing charcoal and pastels or one- and two-point perspective drawing using the Moorestown Friends School building as a site in which to demonstrate the skills acquired in this unit.

Interested and qualified students may use the Studio I and II courses as the basis for fulfilling the requirements of AP Art Studio (Drawing). Combining class-work and a substantial amount of independent work, students produce a portfolio of 29 pieces that reflect three areas of concern: quality of work, concentration of subject matter or theme, and breadth of rendering skills. The AP designation appears in the senior year on the student's transcript.

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 with accelerated work in hand building techniques.

DIGITAL ILLUSTRATION Semester

In this course students will learn how to use the basic tools and techniques of drawing in *Adobe Illustrator* and apply them to real world projects. Activities will include creating an illustration for a children's story, creating spot illustrations for a magazine article, designing a greeting card and others projects as time permits. As the class progresses, students will have the opportunity to challenge their computer skills and use their creativity to develop an illustration style of their own. Students experienced with *Illustrator* will be able to progress at their own pace.

DRAWING Semester

This course is based on Dr. Betty Edwards' book, *Drawing on the Right Side of the Brain*. Students will be involved in a series of exercises designed to strengthen the use of the right hemisphere of the brain when they are faced with drawing problems. This is an

extension of the 8Pth grade art program, which also includes working with shading and the use of graphite pencils.

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

Semester

In this course, students will learn the sewing techniques necessary to make a fashion accessory or piece of clothing. Students will practice basic stitches, and building on that, they will learn how to sew on a button, make a seam, finish a hem, set in a zipper, sew a buttonhole, and create a dart. These skills will be applied to a fashion project suitable for each student's skill level. The goal for the semester is for each student to design and sew an accessory or garment to wear.

FIBER ART

Semester

This course begins with a weaving assignment that is ongoing throughout the semester. The second major project is Tie-dyeing muslin fabric using different techniques with a final Tie-Dye assignment incorporating the different techniques. Batik (dyeing fibers with wax overlays) follows if time permits. This course can be taken for a second semester with only the Batik project as the major assignment. Emphasis is on process as well as product.

FIGURE PAINTING & DRAWING

Semester

Students learn to describe the body under clothing and the various properties of clothing and drapery in oil paint. Concepts covered include proportion, gesture, mass and form, light and shadow. Paint handling, brush usage and care of supplies are emphasized. The course will discuss the styles of artists Tom Wesselmann, Mary Cassatt, and Philip Pearlstien.

HAT MAKING

Semester

Students will learn basic millinery techniques for making felt hats and hats of sewn construction. Designing, steaming, shaping, sewing, and trimming their hats, they will make pieces that are creative expressions of themselves.

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

Students will learn to cast on stitches, knit, purl, increase, decrease and cast off. Using these basic knitting skills, they will design and knit projects which employ two colors or textured pattern. Possible projects include: purses, pillows, scarves and mittens.

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 allows a trip to the Metropolitan Museum of Art or the Museum of Modern Art in New York is planned.

PHOTOGRAPHY (BEGINNING)

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 (INTERMEDIATE)

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 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.

POSTER & T-SHIRT PRINTMAKING

Semester

Students will learn about the various methods of printing and have an opportunity to experiment with different methodologies and create their own posters and t-shirts. Hands-on lessons will include stamping methods such as woodcuts and stencil methods such as silk-screening.

PRODUCT DESIGN

Semester

This course provides an introduction to the practice of designing products for consumer use. It focuses on a single comprehensive design project that requires students to work through all phases of product design from concept to presentation to prototype production. Through the course students may work independently or in teams and will learn about idea conceptualization, basic manufacturing techniques, feasibility studies, 3D modeling, mechanical drawing and prototype building.

SCULPTURE

Semester

In this course students will learn the art and craft of sculpture 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 IN OILS

Semester

As the basis for all other forms of painting, Still Life allows students to 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 a full color palette to express structure, light and shadow. Lessons will include how to paint various surfaces and how to use light to create drama. The course will discuss 17th 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 a finished painting by the end of the course.

TEXTILES

Semester

Letting their creative imaginations combine with fibers, students will design and make a unique project that uses a combination of knitting, weaving, sewing and embroidery techniques. Possibilities include both functional pieces and non-functional textile art.

WEAVING

Semester

Students will learn basic tapestry weaving techniques. Using rigid heddle or simple frame looms, they will design and create weft-faced projects carrying out their own 2-D design. Other weaving techniques will be presented, and if time permits, students may have an opportunity to try two or four-harness weaving.

WOODCARVING

Semester

This course involves the student in the use and care of wood carving tools and their appropriate techniques with the material. Each student will be expected to create original designs, one being a flat relief carving, and a three-dimensional form, to be incorporated into a well-executed final group of 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.

MUSIC PERFORMANCE COURSES

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.

CHAMBER ENSEMBLE

Semester

Students in this class will play literature based on the instrumentation available. Students are given the opportunity to explore classical repertoire and student compositions. This class is an opportunity for more advanced musicians to improve technical, listening, and group and individual musicianship skills. Interested musicians must play an advance 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 Washington D.C., Boston, Virginia Beach, Williamsburg, and Toronto.

GUITAR ENSEMBLE 1

Semester

This class is open to all guitarists who have basic skills on their instrument. Emphasis is placed on standard notation reading, knowledge of chords and finger technique. The course is designed to take the student to a higher level of proficiency needed to improve musicianship and to prepare for Guitar Ensemble 2.

GUITAR ENSEMBLE 2

Semester

Students are given the opportunity to explore the guitar and how it applies to various styles of music including pop, jazz, rock, classical and country. Emphasis is placed on standard notation reading skills, knowledge of chords, finger technique and improvisation. This class is geared towards more advanced guitarists who want to improve technical, listening, and group and individual musicianship skills. Interested musicians must audition and obtain instructor approval before acceptance into this course.

HANDBELLS

Full Year

This course introduces the student to the techniques and the joy of ringing English handbells. In the process of ringing music of many styles, some written especially for handbells and some arrangements of music composed for other instruments, the student

will learn to read music and to interpret many musical terms. There will be performances on campus, and perhaps off-campus performances. There may also be an opportunity for advanced ringers to participate in quartet or quintet ensemble ringing. Class size is limited due to the number of bells available.

MUSICAL THEATER

Semester

The class will focus mainly on rehearsing the music from the MFS Fall Musical Production. Students intending to be in the US Fall Musical are required to take this class, but it is also open to those just interested in learning the music from this show. The goal of this class will be not only to prepare for performances in November, but also to improve students' technical skills as singers and help them gain deeper insights into the many dimensions of this theatrical work.

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.

WIND ENSEMBLE

Full Year

The Wind Ensemble performs a wide variety of band and jazz ensemble literature and performs on a variety of occasions throughout the year, including major concerts in December and April. Students are expected to practice at home a minimum 2 hours per week and to attend a weekly one-half period lesson. The group meets for extra before-school rehearsals 5-6 weeks prior to each major performance. Student grades are based on attendance at the weekly lesson, completion of the practice requirement, a quarterly performance test, and attendance and deportment during rehearsals and concerts.

WOMEN'S CHOIR

Full Year

Women's Choir is open to female singers in grades 9-12. Three and four part treble repertoire (SSA and SSAA) music 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 Concert Choir on the "Choir trip" that occurs every other school year. Past tours have included Washington D.C., Boston, Virginia Beach, Williamsburg, and Toronto.

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 Division Director.

THEATER COURSES

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.

GREEK THEATER: COMEDY AND TRAGEDY

Semester

Through examining Aristotle's *Poetics*, the tragedies of Euripides, and the comedies of Aristophanes the class will explore the origins of theatre from its roots in ancient Greece to the modern era. The course will analyze the performance styles and innovations of the Greeks—the use of masks, the chorus, the understanding of catharsis and tragic flaw—and engage in discussions about the universal nature of the two genres. Students will be evaluated through written assignments and performance activities. Text required.

INTRODUCTION TO ACTING

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.

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)

Semester

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.

STAGECRAFT

Semester

Stagecraft is a course designed to teach students the art of theatrical set and lighting design. Through examination of various academic texts, plays, and visual aids, the course will use basic principles and theories and move into the practical implementation of student designed material onto the stage. The use of basic design software will be part of the course as well. Throughout the semester the students will complete several small projects

ranging from identification of color palate and tone to theatrical architecture. The culmination of the semester's work will be a student designed production.

THEATER ARTS HONORS (Grades 11, 12)

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 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.

COMPUTERS AND TECHNOLOGY

ADVANCED PLACEMENT COMPUTER SCIENCE (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. AP Students are required to take the AP exam in the spring. Grades are based upon at home and in class work, quizzes, projects and test scores.

Requirement: Approval from Computer Department

ADVANCED TOPICS IN COMPUTER SCIENCE

Semester

Advanced Topics in Computers Science will focus on the history of computers and technology and the impact technology has made in our world. Emphasis in this course is on gaining an understanding of the history of computers, the social and economic impacts of the internet, and technological applications in the world around us. Additionally, course work in basic web design and programming will be introduced. The course will consist of in-class discussions, readings and hands-on technical workshops. Students will also be expected to present one research project and lead a discussion on it.

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.

COMPUTER APPLICATIONS

Semester

Learn all about 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, learn how to effectively compose documents and presentations according to professional standards.

DESKTOP PUBLISHING

Semester

Students will learn skills essential for creating and laying out advanced projects such as brochures, newspapers, advertisements, and flyers. This course will give students the ability to create and maintain print productions. Students will use computers, desktop publishing software, color printers, scanners, and digital cameras to layout and publish their work. This course will also provide students with experience and training in the uses of Adobe InDesign and PageMaker as authoring tools.

FASHION & PHOTOSHOP

Semester

The fashion world now depends on Adobe Photoshop and Illustrator. Come 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 AND 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.

SERVICE LEARNING: SPECIAL EVENTS

Semester

Students enrolled in this course will provide significant help with the following service projects: Thanksgiving Happening, Thanksgiving Food Drive, Keep People Warm Campaign,

and the MLK Day of Service. Additionally, students will help evaluate various global youth service opportunities. Service hours will be given for serious participation in this class.

STARTING AN E-BUSINESS

Semester

This course gives students an overview of the computer as the essential tool for management of an internet based business; from communication, to research, to presentation, to planning and budgeting. Students learn to develop and design business plans, navigational structures and functional relationships for websites for clients and investors. Students learn to develop an understanding of how to translate business ideas into design properties.

ENGLISH

ENGLISH 9 (required)

Full Year

Ninth grade English introduces students to the elements of literary analysis and critical writing that form the foundation of all advanced literary study. Through the reading and discussion of a broad variety of literary texts and through frequent writing assignments, students reflect on the many ways in which writers have portrayed the human experience through the medium of language.

As students read a variety of novels, short stories, plays, poems, and literary essays, they examine a number of universal themes that recur throughout literature. These include the roles of heroes and anti-heroes and the idea of heroism, the tensions between individual identity and the need to belong, and social alienation and conflict. 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 forms the core of the curriculum is supplemented by the regular study of grammar and vocabulary.

Texts include: *Rocket Boys*, *Of Mice and Men*, *Medea*, *Romeo and Juliet*, *Lord of the Flies*, *Master Harold and the Boys*, *Catcher in the Rye*, *The Secret Life of Bees*, *Things Fall Apart*, *Third and Indiana*, and *Vocabulary Workshop D*.

ENGLISH 10 (required)

Full Year

Sophomore English builds upon the skills developed in ninth grade by engaging students in the close reading and discussion of a broad 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 the study of the genre that occupies most of the spring.

The major themes examined in sophomore English include utopian and dystopian societies; literary journeys and their accompanying psychological transformations; and gender roles and identity. As in ninth grade, the study of literature and writing are supplemented sophomore year with regular vocabulary exercises. The study of grammar and writing

mechanics is focused on preparation for the college entrance examinations that students undertake in junior year.

Texts include: *Anthem*, *Brave New World*, *1984*, *Julius Caesar*, *The Bluest Eye*, *The Picture of Dorian Gray*, *The Canterbury Tales*, *Poetry in Six Dimensions*, *Writing for Standardized Tests*, and *Vocabulary Workshop E*.

AMERICAN LITERATURE

AMERICAN LITERATURE HONORS (Grade 11, required)

Full Year

The twin 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 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.

In addition to frequent shorter writing assignments, students in both American Literature courses complete a major term paper.

Texts for American Literature include: *The Things They Carried*, essays by Emerson and Thoreau, *The Great Gatsby*, *Song of Solomon*, *Death of A Salesman*, *The Grapes of Wrath*, *Red Badge of Courage*, *Native Son*, and *Fences*. Texts for American Literature Honors include: *The Namesake*, *The Great Gatsby*, *The Scarlet Letter*, *As I Lay Dying*, *The House of Mirth*, *Beloved*, *The Crucible*, *East of Eden*, and *Love Medicine*. *Vocabulary Workshop F* is used in both regular and honors sections.

CRAFTING THE ESSAY (Grade 12)

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* and *The Longman Reader*, an anthology of essays.

COLONIAL AND POST-COLONIAL LITERATURE (Grade 12)

Fall Semester

How does literature reflect the experience of one country or people being taken over and dominated by another? This course examines how writers have portrayed their national or ethnic identities once a colonial power has established control, during the period of rebellion and subsequent independence, and later, as these same writers become immigrants to the former ruler's country. As students analyze these narratives, they will examine the tensions between traditional and modern culture and reflect on the struggle to define one's home and identity after independence and immigration.

Texts include: *White Teeth*, *King Leopold's Ghost*, *I Saw Ramallah*, *The Wretched of the Earth*, and *Kiffe Kiffe Tomorrow*.

LITERATURE OF THE HOLOCAUST (Grade 12)

Fall Semester

It is both a terrible irony and an affirmation of humanity that a rich and beautiful body of literature, art, poetry, film, and music arose from the ashes of one of history's greatest tragedies. This course will provide an introduction to some of the ways that writers and artists have dealt with the Holocaust, from survivor memoirs to fiction written decades after the war. It may be surprising to see the range of approaches that writers have taken, with humorous and satirical tales standing alongside solemn accounts. A common thread, though, can be found across this diverse group of writings: the search for *meaning* in so much senseless loss. We will also examine more universal themes present in these texts, including questions about the nature of humanity and the limits to which the human spirit can be pushed.

Texts include: *Night*, *This Way for the Gas, Ladies and Gentlemen*, *Maus I* and *Maus II*, and *Time's Arrow*.

CHILDREN'S LITERATURE FOR ADULTS (Grade 12)

Spring Semester

Literature written for children did not exist much before the end of the 18th 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 might be loosely categorized as fantasy.

In this course students will examine the collected folktales of the Grimm Brothers as well as the fairy tales of Charles Perrault ("Cinderella"), Madame Le Prince du Beaumont ("Beauty and the Beast"), James Thurber, Anne Sexton, and others. By placing the Grimm brothers' folktales alongside literary fairy tales, students will learn about the techniques and motifs of oral tradition and see how the characters, tone, and theme 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 fanciful "children's" literature that is in fact satirical or philosophical in intent.

Texts include: *Household Stories by the Brothers Grimm*, *The Twelve Dancing Princesses: An Anthology*, *Alice's Adventures in Wonderland and Through the Looking Glass*, *Transformations*, and *Gulliver's Travels*.

CREATIVE NON-FICTION (Grade 12)

Spring Semester

This course examines an increasingly popular genre of American writing in which a factual account may be edited, embellished, or even distorted by the author to demonstrate his or her point. The central question in looking at these works is their credibility, but this does

not fully determine their literary value to contemporary audiences. So what does? Students will make their own critical appraisals of these works and of the genre as a whole. The course will begin with the genre's most satirical (and perhaps most outrageous) use with Hunter S. Thompson, and move on to more recent and conventional works by Tom Wolfe, Sebastian Junger, Philip Gourevitch, Evan Wright, Richard Clarke, and others.

Texts include: *In Cold Blood*, *The Things They Carried*, *Into the Wild*, and excerpts from *Fear and Loathing in Las Vegas*, *The Right Stuff*, *The Perfect Storm*, and *We wish to inform you that tomorrow we will be killed with our families*.

RACE, GENDER, AND IDENTITY IN LITERATURE (Grade 12) Spring Semester

In the history of art and literature, minorities and women have often been presented as the 'other,' something different from the social 'norm.' Many women writers and writers of color have explored this feeling of marginality or 'otherness' in their own writing, trying to find a place for themselves in a world that seeks to define identity along gender or racial lines. This course will begin with a classic tale of the 'other,' Shakespeare's *Othello*. All subsequent texts were written by men and women facing 'otherness' in their own lives.

Texts include *Othello*, *Native Son*, *Passing*, *Speak*, and *The Awakening*.

AP ENGLISH LITERATURE (Grade 12) Full Year

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. Ranging from the 17th to the 21st century, it includes poetry, drama, fiction (both novels and short stories), and essays by writers from throughout the English-speaking world, as well as a selection of works in translation.

A recurring theme throughout the course will be the tension between convention and innovation, between conformity and rebellion. All literature embodies its culture and its particular historical moment, and in that sense can be said to reflect the status quo; at the same time, as creative artists all writers are driven to push the boundaries of literary form to express new realities, and to find new ways of expressing the truths of human experience. The characters we encounter in literature also embody these tensions, as they struggle to find personal identity and freedom within the constraints of their societies.

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 expected to take the Advanced Placement exam in English Literature and Composition.

Major texts include: *King Lear*, *Pride and Prejudice*, *Madame Bovary*, *Dubliners*, *A Passage to India*, *The Sun Also Rises*, *The Sound and the Fury*, *Blindness*, *As You Like It*, and *Equus*.

THEATER ARTS HONORS (Grades 11, 12) Full Year

This 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 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: *The Creative Spirit, Richard III, Waiting for Godot, Medea, Arcadia, and Uncle Vanya.*

OTHER ELECTIVES

CREATIVE WRITING MAJOR (Grades 11, 12) Full Year

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*

CREATIVE WRITING MINOR Spring Semester

Students who enjoy creative writing and would like to explore poetry beyond the opportunities of their regular English classes can elect this minor course. In a workshop setting, students are given a variety of writing prompts to encourage their command and enjoyment of such poetic elements as imagery and metaphor, rhythm and meter, rhyme, and narrative voice. No previous experience in poetry is required, but students must be willing to share their work and respond constructively to the efforts of their classmates.

IMAGES Fall Semester

Images, the art and literary magazine of Moorestown Friends School, is published once a year as a showcase for the creative talents of Upper School students. Those who elect this course will serve as editors of the magazine, soliciting and contributing original poetry and short fiction, reviewing and choosing submissions, and ordering the selections. In addition students will have ample opportunity to write their own poetry, and will be expected to share their own work and critique the work of their fellow students.

JOURNALISM Full Year

WordsWorth, the Upper School newspaper, is published every three weeks throughout the school year. Students in this course learn the basics of producing a newspaper by writing and editing news stories, features, interviews and editorials, and designing the layout for each issue. Journalism meets twice in a six day rotation and must be taken for the entire year.

YEARBOOK Full Year

Yearbook is a year-long course during which students design and produce a yearbook to be distributed in June. Students learn techniques for designing layouts, cropping photos, and writing copy. Not incidentally, they also learn the importance of meeting deadlines.

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. 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 Honors**	Grade 11: Trig/Pre-Calculus
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 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 program 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 program. Exams are administered in late August.

If a student receives a year end grade below B- in an honors course, continuation in the honors 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.

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 curtosis 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 in AP Statistics will be required to take the AP Exam in May.

DISCRETE MATHEMATICS

Semester

This class is an introduction to noncontinuous mathematics. Students may use inductive, iterative, or recursive methods to solve problems. Topics may include but may not be limited to counting, finite probability, graph theory and combinatorics. Prerequisite: Algebra II.

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.

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.

MULTIVARIABLE CALCULUS

Full year

Restricted to students who have completed Calculus BC, this year-long minor course will focus on topics covered in a first year multivariable calculus class. Grades will be based on homework assignments and tests.

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 MINORS

FITNESS AND WELLNESS TRAINING

Semester

This course 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.

YOGA

Semester

This course minor will cover various yoga disciplines/practices. Students will participate in routines based in YogaFit, Ashtanga, Iyengar, Ananda, and Bikram styles. Each style will be introduced with a short lecture on its history and influences followed by 3-4 classes dedicated to practicing that particular style. 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.

SCIENCE

All ninth grade students take the Foundations of Science course. In grades ten, eleven and twelve, students may choose among 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.

Most science courses in the Upper School have Honors options. Admission to Honors science courses requires permission of the Department Chairperson. Continued matriculation in Honors science courses requires a grade of B- or better. In courses with a differentiated student population (meaning regular and honors students in the same class), students choose their standing – regular or honors – at the midpoint of the first quarter.

All science courses in the Upper School have mid-year and end-of-year examinations. With the possible exception of Advanced Placement courses, science courses in the Upper School require the completion of a project for the annual Science and Engineering Exposition, held in the spring.

FOUNDATIONS of SCIENCE (Grade 9)

Full Year

Based on the premise that general science courses are a key to a balanced and effective secondary school science education, Foundations of Science provides ninth grade students with an introduction to the major content areas in science: physics, chemistry, ecology, and molecular and cellular biology. Through lecture and laboratory, students learn how the scientific method is applied in biology, chemistry and physics to understand matter and energy. 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.

GENERAL BIOLOGY (Grades 10, 11, 12)

Full Year

GENERAL BIOLOGY HONORS (Grades 10, 11, 12)

Building upon the Foundations curriculum, this course connects the major principles of biology - population dynamics, evolutionary change, and cellular structure and function - with the history of earth and the development of biological diversity in the six kingdoms of living things. Special emphasis is given to the interaction of human beings in the biosphere, particularly in the context of infectious disease, agriculture and biotechnology. 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 HONORS (Grades 11, 12) Full Year

Requirements: Biology I or Chemistry I, Algebra II

Recommended: Physics I

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 project for exhibit in the annual Science and Engineering Exposition.

BIOLOGY – ENVIRONMENTAL SCIENCE (Grades 11, 12)

Full Year

BIOLOGY – ENVIRONMENTAL SCIENCE HONORS (Grades 11, 12)

Full Year

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 BIOLOGY (Grades 11, 12)

Full Year

Requirements: Biology I, Chemistry I, Algebra II

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. AP students are required to take the AP test in the spring. Grades are based upon at-home and in-class work, quizzes, projects, and test scores.

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

Requirements: Chemistry I, Algebra II

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

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.

GEOLOGY (Grades 11, 12) Full Year

Requirements: Algebra II

The science of the earth, its composition, structure, and dynamics is explored by a consideration of minerals, rocks, the earth's internal structure, plate tectonics, geologic structures, the rock cycle, and surface and subsurface processes such as sea floor spreading and crustal movement. Topics in oceanography, including the study of ocean plants and animals, the chemistry of seawater, and waves, tides, and currents, will be covered in some detail. This course provides a framework for geological historical analysis and a consideration of the Earth's environment that is uniquely suited for the development of life. 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 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.

ADVANCED PLACEMENT PHYSICS (PHYSICS C) (Grades 11, 12)

Full Year

Requirements: Calculus A/B (previous)

Recommended: Calculus B/C (concurrent)

This course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. Approximately equal emphasis is given to topics in mechanics and electricity and magnetism. AP students are required to take the AP test in the spring. Grades are based upon at-home and in-class work, quizzes, projects, and test scores.

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.

SCIENCE MINOR COURSES

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, Neurochemistry and Scientific Illustration. 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 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, Rocketry, and Slot cars. Assessments are based on group projects.

SOCIAL STUDIES

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. The course will include a mid-year and final exam, which will be averaged together. 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 19th 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 20th 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 10th 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 who take AP US History will be required to take the AP exam.

AMERICA & THE WORLD IN THE 20TH CENTURY (Grade 11, honors and regular) Full Year

The 20th Century is commonly referred to as "The American Century." This course focuses on the history of the 20th 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 11th 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. This course will have a mid year and final exam which will be averaged.

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.

MOCK POLITICAL PRIMARY (Grade 12, honors and regular) Fall Semester

This course will introduce students to the mechanisms and institutions of modern American electoral politics. Students will briefly examine the history of electoral politics in the United States, expansion of the suffrage and laws relating to voting rights. Students in this class will be expected to promote, organize and help direct the traditional Moorestown Friends School mock political primary. In addition to the regular academic work of the class, students will be expected to work closely with other MFS students on tasks related to the Mock Primary. The course may be taken for regular or honors credit, depending on the role that students choose to take. Those taking the course for Honors credit are expected to show a high degree of independence and engagement. They will also have additional expectations and requirements including a summer reading assignment.

CULTURAL HISTORY (Grade 12, honors and regular) Fall Semester

The theme of this year's workshop is the Wild West. Working as a group, we will look into the American romance of the west, which historians since Frederick Jackson Turner in 1893 have seen as crucial to our sense of identity as individuals and as a nation. Our text will be Richard Slotkin's *Gunfighter Nation*, which traces America's cowboy alter ego from Buffalo Bill's Wild West, which mounted elaborate reenactments of the triumph of civilization over savagery in the West, to Teddy Roosevelt's "Rough Riders," a bunch of elite easterners who swaggered down to Cuba during the Spanish American War, to the Vietnam war, which, for many young men, started out as a way to act like John Wayne in a new kind of western. We will watch some old Westerns, in case you don't know who

John Wayne was, and we will consider the ways in which the West has shaped our sense of what it is to be American.

INTRODUCTION TO WESTERN PHILOSOPHY I HONORS (Grade 12) Fall Semester

This class is a survey of Western thought from ancient Greece to the 18th century. Philosophers studied include Plato, Aristotle, Thomas Aquinas, Descartes, Hume, Kant, Hegel and Kierkegaard. Each philosopher is studied with attention to his historical period and within the framework of major philosophical movements such as rationalism and empiricism. The subdivisions of philosophy such as ontology and epistemology are studied as they apply to individual philosophers. The primary text is *Looking at Philosophy* supplemented by *The Philosopher's Toolkit* and readings from original sources including Plato's *Republic*, Aristotle's *Nicomachean Ethics*, Aquinas' *Summa Theologica*, and Kant's *Critique of Pure Reason*. *The Toolkit* provides a source for studying the language of logic including tools for argument, assessment, conceptual distinction and critique. Assessments include: comprehensive tests on each major period, one essay per philosophic period that requires synthetic thinking, nightly homework as preparation for each class period and written application of the terms learned in *The Toolkit*.

GLOBALIZATION, CONFLICT AND RELIGION (Grade 12) Fall Semester

This course will examine the juxtaposition of these three areas. First we will develop some background in how to study religion and what can happen in religions that supports fanaticism. With that background we will examine how the process of globalization developed, the problems it has created and the role of religious and philosophical traditions in response to these problems. Conflict has been both created by differences in religious views and resolved by interfaith groups. We will examine a range of concerns from religious terrorism to the successful management of entrenched conflict in international settings. Conflict studies will be based on both religious and philosophical understandings of the development and resolution of conflict. The impact of conflict on civil society and what can be done to mitigate the impact will also be explored.

MODERN AFRICA HONORS (Grade 12) Spring Semester

This class will introduce students to current social, cultural and political themes on the African continent. Students will explore one country in depth, examining literature, music, society and current events. Students will be expected to make brief regular presentations and to pursue comparisons between different nations. The class will address a range of issues comparing education, the arts, the impact of AIDS, economic issues, politics and current events. The goals of the course are to foster a high degree of familiarity with a specific nation, its culture and its history; and, through comparison, to create a broader understanding of the diversity and common issues across the continent.

SCIENCE, CULTURE & RACE IN AMERICA (Grade 12) Spring Semester

In this course we will trace the history of thinking about race in America from Thomas Jefferson's *Notes on the State of Virginia* to yesterday. In between, we will focus on the ways in which assumptions of white supremacy influenced the findings of scientists working to define a science of race at the same time that the nation was struggling with the reality of the significant number of African-Americans set free by the Civil War. Our investigation will include looking at scientific trends, including eugenics, which were pursued seriously by scientists and which found their way into popular culture through

displays at world's fairs, in museums and in fiction. We will also look at ways in which African-Americans puzzled over the meaning of race, looking at some turn-of-the-century fiction on "passing."

WESTERN PHILOSOPHY II HONORS (Grade 12)

Spring Semester

This class is a survey of Western thought from Marx to the present day. It is open to students in Western Philosophy I and others by permission. Philosophers studied include Marx, Nietzsche, William James, Bertrand Russell, Ludwig Wittgenstein, John Paul Sartre, and Jacques Derrida. We will trace important themes such as system building, utilitarianism, pragmatism, the analytic tradition, and existentialism and consider their impact on the world we live in. The primary text is *Looking at Philosophy* supplemented by *The Philosopher's Toolkit* and by readings from original sources such as Hegel's *The Phenomenology of the Mind*, Marx's *Communist Manifesto*, John Stuart Mill's *On Liberty and Utilitarianism*, and Sartre's *Being and Nothingness*. *The Toolkit* provides a source for studying the language of logic. Assessments include: a term paper, comprehensive tests on each period, response essays, nightly homework as preparation for each class period and written application of the terms learned in *The Toolkit*.

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. There may be a test and occasional quizzes as well.

SOCIAL STUDIES MINORS

MOCK PRIMARY ELECTION

Semester

What are primaries about? Why do we have them? How are they an important part of our presidential election system? What candidates are running in this year's primaries? How do they stand on important issues? This class will look at "real world" primaries and at the MFS Mock Primary Election to be held February 8, 2008. Students interested in leadership roles in our Mock Primary would benefit from this course.

DIVERSITY, EQUITY & SOCIAL JUSTICE

Semester

Students will examine the impact of race, ethnicity, gender, religion, socioeconomics, and sexual orientation in our lives through a series of discussions, projects, interviews, multi-media presentations, speakers and journaling. One objective is to heighten students' awareness of their own social identity and to respect and value the social identity of others. We will also begin to dismantle assumptions and stereotypes and build self pride in

each one's personal identity. Some time will be devoted to addressing issues particular to the interests of students in the class as we create and share "the textbooks of our lives."

GREEK CIVILIZATION

Semester

This course invites you to discover the Ancient Greeks, a people who have had an enormous impact on modern times since they are often credited with introducing concepts such as democracy, philosophy, theater, history and art into western civilization over 2,500 years ago. During this course students will explore many of these cultural achievements and learn about the overall progression of Greek history. You will do this by means of two different, but complementary, methods. In class, you will study, analyze and interpret the archaeological and textual remains of the Greeks. And at home, you will read a fictional novel set in ancient Greek times. By reading a modern account of what Greece *might* have been like, and by looking at the art and artifacts that the Greeks themselves left behind, you will develop your own interpretation and appreciation for this remarkable society.

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. In 2006-2007 students from the Model UN elective 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 2007-2008 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.

RELIGIOUS CONTROVERSIES & THE MODERN WORLD

Spring Semester

Religious controversy has become one of the forces that shape our world both in the U.S. and abroad. In this class students will study several religious controversies and their historical roots, particularly as they relate to issues of modernization. We will look at the legal, political, constitutional, social, and religious causes of these controversies. We will also study ways that controversies can be negotiated. Students will be expected to produce a presentation on one specific controversy of their choice.

RELIGION & QUAKERISM

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 the 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

GLOBALIZATION, CONFLICT AND RELIGION (Grade 12) Fall Semester

This course will examine the juxtaposition of these three areas. We will examine how the process of globalization developed, the problems it has created and the role of religious and philosophical traditions in response to these problems. Conflict has been both created by differences in religious views and resolved by interfaith groups. We will examine a range of concerns from religious terrorism to the successful management of entrenched conflict in international settings. Conflict studies will be based on both religious and philosophical understandings of the development and resolution of conflict. The impact of conflict on civil society and what can be done to mitigate the impact will also be explored. In addition to the content mentioned above students will become familiar with writing issues briefs, comparison papers and developing a well thought out set of arguments to support a position.

INTRODUCTION TO WESTERN PHILOSOPHY I (Honors) (Grade 12) Fall Semester

This class is a survey of Western thought from ancient Greece to the 18th century. Philosophers studied include Plato, Aristotle, Thomas Aquinas, Descartes, Hume, Kant, Hegel and Kierkegaard. Each philosopher is studied with attention to his historical period and within the framework of major philosophical movements such as rationalism and empiricism. The subdivisions of philosophy such as ontology and epistemology are studied as they apply to individual philosophers. The primary text is *Looking at Philosophy* supplemented by *The Philosopher’s Toolkit* and readings from original sources including Plato’s *Republic*, Aristotle’s *Nicomachean Ethics*, Aquinas’ *Summa Theologica*, and Kant’s *Critique of Pure Reason*. *The Toolkit* provides a source for studying the language of logic including tools for argument, assessment, conceptual distinction and critique. Assessments include: comprehensive tests on each major period, one essay per philosophic period that requires synthetic thinking, nightly homework as preparation for each class period and written application of the terms learned in *The Toolkit*.

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 and 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.

WESTERN PHILOSOPHY II (Honors) (Grade 12)

Spring Semester

This class is a survey of Western thought from Marx to the present day. It is open to students in Western Philosophy I and others by permission. Philosophers studied include Marx, Nietzsche, William James, Bertrand Russell, Ludwig Wittgenstein, John Paul Sartre, and Jacques Derrida. We will trace important themes such as system building, utilitarianism, pragmatism, the analytic tradition, and existentialism and consider their impact on the world we live in. The primary text is *Looking at Philosophy* supplemented by *The Philosopher's Toolkit* and by readings from original sources such as Hegel's *The Phenomenology of the Mind*, Marx's *Communist Manifesto*, John Stuart Mill's *On Liberty and Utilitarianism*, and Sartre's *Being and Nothingness*. *The Toolkit* provides a source for studying the language of logic. Assessments include: a term paper, comprehensive tests on each period, response essays, nightly homework as preparation for each class period and written application of the terms learned in *The Toolkit*.

RELIGION MINORS

BIBLICAL HISTORY

Semester

This course will examine the historical background of the Bible, the most published book in human history. Students will use the Old and New Testaments as a basis for exploring the origins of Judaism and Christianity, and will supplement their knowledge by considering modern archaeological and historical discoveries. Among these will be the Nag Hammadi "gospels," the writings of an early Christian sect popularized recently by Dan Brown's *The DaVinci Code*. Students will be asked to read a novel: either *The DaVinci Code*, Anita Diamant's *The Red Tent*, or Walter Wangerin's *Paul: A Novel*.

ETHICS (Grade10, Required)

Full Year

In this class students learn to identify ethical dilemmas and develop strategies for dealing with them. Students discuss why and how codes of ethics are developed, and in what way they reflect the values of a functioning profession or society. Through an introduction to the Socratic Method, students begin to define the characteristics of ethical issues and the processes used to solve them. Philosophers Kant, Mill and Aristotle and the perspectives of Judaism, Christianity and Islam will be considered as well as their response

to classic dilemma paradigms. Assigned work includes short written assignments and readings and a final project.

EFFECTIVE LEADERSHIP AND ADVOCACY FOR SOCIAL CHANGE Fall Semester

This course will explore leadership and advocacy theories as well as the nuts and bolts of effective leadership. Learn to match your leadership approach to the task, motivate team members, organize events effectively and consolidate agreements among diverse groups. The fine art of advocacy, negotiation and problem solving will be explored in detail as well as the practical skills necessary to run an organized and useful meeting. There will be a focus on leadership for social justice and specialized forms of conflict management developed by religious leaders (from a wide range of faith traditions). We will study some examples of social justice and faith based leadership as well.

FAITH IN AMERICA Fall Semester
(The hope and struggle of living in a multi-faith society)

Despite separation of church and state and the growing “secularization” of America, the United States remains among the most religious countries in the world. This course will explore a wide range of issues that arise from living in a multi-faith society. How is the public square changing with new religious voices and perspectives? What are the biggest challenges, whether in education, zoning, politics, health care, the workplace or civil rights? The first amendment of the Constitution includes guarantees of religious freedom, but the interpretation of these guarantees is full of tension in real life. We will examine how the law has been applied as well as what skills citizens need to effectively negotiate a vast array of faith differences in civic life. This course is applicable toward the religion requirement.

RELIGION IN FILM Spring 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. All of this will be done in the framework of understanding basic components of religious beliefs. Be prepared to view some of these films at home as we will have limited class time. This course is applicable toward the religion requirement.

RELIGIOUS CONTROVERSIES & THE MODERN WORLD Spring Semester

Religious controversy has become one of the forces that shape our world both in the U.S. and abroad. In this class students will study several religious controversies and their historical roots, particularly as they relate to issues of modernization. We will look at the legal, political, constitutional, social, and religious causes of these controversies. We will also study ways that controversies can be negotiated. Students will be expected to produce a presentation on one specific controversy of their choice.

PHILOSOPHY CAFÉ Spring Semester

This course will be modeled on a process called the “World Café” which is designed to improve the quality of our dialogue and our thinking. The content will rest on research and

development of our own responses to philosophical questions. Students will read the works of philosophers around the world as a basis for developing their own opinions. Topics will include questions such as: "What is the nature and implication of freedom and free will?"; "What does it mean to be a caring society?"; "What do we mean by the concept of friendship, what makes a 'good friend'?"; and "How do we decide what our ethical responsibilities are in a wide range of situations?". Other questions will be developed by the class itself. This course is applicable toward the religion requirement.

WORLD LANGUAGES

The world languages program offers a sequence of courses in French and in Spanish, beginning in Middle or Upper School. After an introduction to French and Spanish in grade six, students begin formal study of their chosen language in seventh grade. Depending on their background, students new to MFS in grade nine enroll in Spanish I, Spanish II or French II, based on a recommendation form submitted by the grade eight language teacher (where applicable). Students enrolling in upper level courses are also placed according to the same recommendation form.

During the first year of language study, students are introduced to basic French or Spanish 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 textbook 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 or Hispanic 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 and vocabulary.

Honors level courses are available beginning in Level II. If a student has performed at the A- level or better in his/her Level I course, the student may discuss preparing for the honors program with the World Languages Department. In subsequent years in Upper Schools, students achieving A- or better may also prepare to advance to the Honors level by taking the prior honors level exam at the end of the school year. This exam will not be graded, but will help the student identify and prepare material for the August exam. Next the student must study the required subject material during the summer independently or with a tutor. The student then must take and receive a B or better on the subject exam to demonstrate preparedness for the honors program.

If a student receives a year end grade below B- in an honors course, continuation in the honors program will be determined by a retest in that course and department approval. The student must receive a B or better on that retest.

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. Language skills are maintained and perfected through the use of cultural materials

such as newspaper articles, reading projects, oral presentations, and audio and video presentations on various aspects of the francophone or Hispanic world and through a systematic review of basic French or Spanish grammar. Non-AP French at this level is offered only if enough students request it.

In the fifth year, the honors track in French and Spanish becomes an Advanced Placement program in language. Students participate in increasingly sophisticated oral and written language exercises, and they read literary works selected from the AP reading list (literary readings will increase from prior years). Through their reading of literary works, their papers and their oral presentations, students improve their skills of literary analysis, increase their knowledge of the foreign culture and further their fluency. Students who enroll in the AP course are expected to take the AP Language Examination.

Students in all world languages courses are evaluated on the basis of oral participation, homework, quizzes, tests and a final exam. To be eligible to advance to the next level, a student must achieve a C average for the year. A student with a grade lower than a C may review over the summer and must retake the final exam. A grade of C or better must be achieved on the second examination in order to advance to the next level.

Upper School world language students are eligible to be candidates for high school exchange programs or travel with high schools in France, Canada, Spain or Latin America. These programs take place in years where there is a minimum of eight qualified students interested in traveling. Financial aid is offered as available.

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

INTRODUCTORY LATIN

Semester

This class introduces students to Latin language, focusing on grammatical structure, vocabulary and translation. Latin language will be used to develop English vocabulary and look closer at the ancient Roman civilization.

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 Community Service 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: SPECIAL EDUCATION

Semester

This class is a service elective. Students will receive 10 hours of community service credit. We will work with students at Orchard Friends School and study how learning styles, learning differences, brain development and teaching intersect. Students will have the opportunity to study their own learning styles. We will also look at teenage brain development. We will answer such questions as: what would an ideal learning environment look like?

SERVICE: LOWER SCHOOL TEACHER'S AID

Semester

Students will assist twice a week in one of our Lower School classrooms. Participants help with educational activities such as tutoring, small group work, reading aloud and individual help with reading and math. Students will also attend a seminar class covering aspects of child development and educational practice (this will meet once a week). Written assignments include keeping a journal, completing focused observations and developing a curriculum project during the semester. Ten hours community service earned.

SERVICE: HEALTH CARE AND HOSPICE CARE

Semester

This is a service-learning course. You will receive ten hours of community service credit for work with the Samaritan Hospice. In addition, we will study the context of this service, considering a range of issues from the general health care system to patient and health care giver needs, to developmental differences in responding to the loss of health or the death of a family member. We will engage in a variety of projects from crafts for Samaritan patients to community education and awareness activities, and directly meeting patient needs through the auspices of Samaritan Hospice. Service learning includes a component of reflection, so all students will be expected to keep a journal and to come prepared to discuss both broader issues and their individual responses to those issues and to the needs of families and patients.

SERVICE LEARNING: SPECIAL EVENTS

Semester

Students enrolled in this course will provide significant help with the following service projects: Thanksgiving Happening, Thanksgiving Food Drive, Keep People Warm Campaign, and the MLK Day of Service. Additionally, students will help evaluate various global youth service opportunities. Service hours will be given for serious participation in this class.

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 MFS 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 out and acquire 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. Application to the Honors Program is made in the spring of sophomore year. Admission to the program, tracking students' progress and certifying successful completion are the responsibility of the Honors Program Committee.

Program requirements

A. Candidates must satisfy the following *academic criteria* in their junior or senior year:

1. Completion of a minimum of four AP courses and exams, including at least one quantitative course (e.g., Chemistry, Calculus) and one humanities/art course (e.g., English, Studio 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.
4. Completion of a Senior Demonstration, i.e., a capstone project that is presented and defended publicly. Typically requiring about 40 hours of independent work (i.e., not used to fulfill other MFS requirements), such projects might include: a research paper; lab experiment; portfolio; internship; technology project; directing, staging, lighting or costuming a play; choreographing and/or performing a dance; composing and/or performing music; creating and mounting 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., clerk of Agenda Committee, Honor Committee or Meeting for Business, editor of yearbook or school newspaper, organizer of Emancipation Rocklamation).
3. Participation in a service trip (e.g., Mexico, Everglades, New Orleans, Nicaragua or Tanzania) or a significant community outreach project (e.g., political campaign, environmental advocacy, fundraiser).
4. Participation in a world language exchange/trip.
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.

SAMPLE DISCIPLINE CONCENTRATIONS

English Concentration (Publications)

Majors: American Literature Honors, AP English

Minors: two year commitment to two school publications (*Wordsworth*, yearbook or *Images*)

Activities: publication of written work in *Images* or *Wordsworth*, attend student publications conference, summer internship at local newspaper or magazine

English Concentration (Theater)

Majors: AP English, Theater Arts Major

Minors: Acting, Directing, Interpreting Shakespeare, Diversity in Film, Paper Bag Theater, Greek Theater

Activities: Drama Club, Shakespeare Club, stage/tech crew; director of one-act play at Drama Club night; participation in Governor's School for the Performing Arts

English Concentration (Creative Writing)

Majors: AP English, Creative Writing Major

Minors: two year commitment to *Wordsworth* or *Images*, Creative Writing (Poetry), Creative Writing (Memoir), Children's Literature

Activities: Dodge Poetry festival, submission of creative writing to out-of-school publication or competition, participation in summer program

History Concentration

Majors: AP United States History, Philosophy Honors I & II

Minors: The Bible as History, Ancient Greece, Ancient Rome, Medieval History, Latin American History through Film, The History of Science

Activities: submission of research paper to Cum Laude Society; participation in Model UN, Mock Primary Election

Math Concentration

Majors: AP Calculus AB, AP Statistics

Minors: Robotics, Game Theory, Discrete Mathematics, Computer Game Programming, Advanced Geometer's Sketchpad, Personal Finance

Activities: Engineering Club; Computer Club; peer tutor in Math; Lower School teacher's aid in Math; invited to take the American High School Math Exam

Performing Arts Concentration

Majors: Theater Arts, AP Music Theory

Minors: Acting, Directing, Chorale and Show Choir or Wind Ensemble and Small Group Ensemble, History and Film, Interpreting and Performing Shakespeare

Activities: Drama Club, Shakespeare Club, Film Club, stage crew; director of one-act play at Drama Club night, participation in plays; toured with Choir in Toronto

Science Concentration 1 (Physical sciences)

Majors (at least one AP course): Physics I Honors and AP Physics C; or Chemistry I Honors and AP Chemistry

Minors: Robotics, Engineering Design, Rocketry, Slot Cars, Food Science, Forensic Science, Science of Cosmetics

Activities (at least two): Conqueror of the Hill Competition, NJ Science Olympiads, Delaware Valley Science Competition, National Chemistry or Physics Olympics Competition

Science Concentration 2 (Life sciences)

Majors (at least one AP course): Biology I Honors and AP Biology or AP Environmental Science
Minors: Epidemiology, History of Medicine, Evolution, NJ Wildlife, Forestry, Aquatics, Scientific Illustration

Activities (at least two): New Jersey Envirothon, Young Epidemiology Scholars Competition, NJ Science Olympiads, Deborah Heart Challenge and Art Competition, NJ Department of Agriculture Conservation Poster Contest

Service & Social Justice Concentration

Majors: Globalization, Conflict & Religion, Modern Africa Honors, Literature of the Holocaust, Race, Gender & Identity in Literature

Minors: Effective Leadership, Model United Nations, Economics and Ecology, Humanitarian Law, Samaritan Hospice, Teaching/Orchard Friends

Activities: Member of Agenda and Service Committees, Gay-Straight Alliance and MLK, Jr. Club, participation in New Orleans Service Learning Trip

Technology Concentration

Majors: AP Computer Science, Media Arts Major

Minors: Advanced Topics in Computer Science, Advanced Video Editing, JAVA, Web Design, Multimedia Publishing, Introduction to Illustrator

Activities: Computer Club, Film Club; original film screened at MFS Film Festival

Visual Arts Concentration

Majors: Art Studio 1, AP Studio Art (Drawing)

Minors: Oil Painting, Woodworking, Modern Painting, Photography, Printmaking, Ceramics or Sculpture, one Fiber Arts course

Activities: design/production of scenery or costumes for plays; design of hallway for Spirit Week; work published in *Images* or exhibited locally; design and installation of in-house display case or bulletin board

For complete information and application materials, see the Honors Program Manual or speak with the Division Director.