

UPPER SCHOOL CURRICULUM GUIDE

2022-2023 ACADEMIC YEAR

— 1785 —

MFS

Moorestown
Friends School



INTRODUCTION

At Moorestown Friends School, we balance a commitment to a liberal arts education with opportunities for students to explore areas of interest and passion in greater detail and depth, particularly in the eleventh and twelfth grades. This description of upper school courses and requirements is published to help students and their families both choose courses for the upcoming year and have a sense of potential paths of study over the course of one's time in the Upper School.

We recognize that the education each graduate experiences is unique, and encourage students and families to reach out to their advisor and/or teachers with whom they have developed a strong relationship to consider the range of options they may pursue on their path toward graduation. Every effort has been made to articulate the curriculum precisely, yet terminology, requirements, and variations mentioned in this guide can be complicated. If for any reason, a student and their family have questions about courses or expectations listed in this document, they should contact the student's advisor, the relevant department chair, or the upper school director for clarification.

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OVERVIEW OF THE CURRICULUM

GRADUATION REQUIREMENTS, GRADES 9-12

In order to graduate from MFS, students who are enrolled for four years in the Upper School must enroll and earn passing grades in:

- Four years of English
- Three years of History
- Three years of Mathematics
- Three years of Science
- Two years of World Language up to level three or beyond in one language
- Minor course requirements as outlined in the "Minor Courses" section of this document

OVERVIEW OF THE CURRICULUM

Except in the instance of a student who joins the Upper School community after ninth grade and is transferring completed course work from their prior institution, Moorestown Friends does not grant credit for coursework completed outside of the school. Additionally, depending on the nature of the program in which a student who joins the community after ninth grade was previously enrolled, graduation requirements may be altered for students who join the Upper School community after the ninth grade.

MAJOR COURSES

Students generally enroll in five “major” courses per term. Major courses tend to be semester or year long courses in the English, History, Mathematics, Science, and World Language Departments. However, especially for eleventh- and twelfth-grade students, major courses are also available in the Arts and Computers and Technology Departments.

MINOR COURSES

Minor courses represent a unique aspect of the Moorestown Friends academic program. Meeting for approximately half the time of major courses each week, minor courses are offered across all departments, and our offerings also include interdisciplinary minor courses. At the discretion of the instructor, these courses are offered for a grade or on a pass/fail basis. The minor course offerings change slightly each semester and a current minor course catalog is shared with students each semester before the minor course selection process begins. ([Fall 2021 Minor Course Catalog](#), [Spring 2022 Minor Course Catalog](#)) Students are required to enroll in two minor courses each semester. An exception to this rule is made for seniors with two AP courses, who may elect only one minor course. Students must take and pass the following minors for graduation:

- New students: Computer Applications
- Grade 9: Quakerism, Peer Leadership
- Grade 10: Leadership in the Quaker Dimension
- Grade 11: World Religions
- (2) courses in visual or performing arts
- (1) course in technology



OVERVIEW OF THE CURRICULUM

PHYSICAL EDUCATION AND HEALTH

Students must take Health one quarter per year and Physical Education the other three. Students in tenth grade take Drivers Education instead of Health.

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, out-of-the-classroom learning. Recent programs have included: Service Learning in Costa Rica, South Jersey Service, Blacksmithing, Multicultural Philadelphia, Language Study in China, and Belize: Ruins, Rivers and Rainforests, among others. More information about the Intensive Learning program [can be found on the MFS website](#).

SENIOR PROJECT

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

SERVICE REQUIREMENT

Service emerges directly from our Quaker values. In order to graduate, students must engage in a minimum of 50 hours of volunteer service during their upper school years. This service should be completed in no more than two or three areas. *Ideally, students will concentrate their efforts on one area or placement.* Students are welcome to suggest service activities. The upper school service-learning coordinator helps students find service placements and certifies completion of this requirement. Students document their 50 or more hours by the end of their senior fall semester. In addition, seniors write a service self-reflection paragraph, which completes their requirement.

This requirement applies to all upper school students who enter Moorestown Friends School before their senior year. In addition, students may work toward their 50-hour requirement by enrolling in service-oriented minor courses. You can find a link to the most recent list of minor courses and their descriptions above in the minor course area of this document.

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

- Robert Lawrence Smith

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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 AND ADVANCED PLACEMENT (AP) COURSES

Honors and AP courses are offered in all academic disciplines. AP courses are meant to be the equivalent of a first-year college curriculum, and students enrolling in these courses should be prepared for workload and expectations commensurate with the instruction and assessment of such a curriculum. Experience has shown that students generally need to have demonstrated mastery at the 90 level or higher in previous subject-area courses in order to be successful in AP courses. Specific criteria used to determine placement varies by course and can be found in the course descriptions that appear later in this document. All students enrolled in AP courses may take the AP exam in May, and families should know in advance that these exams carry an extra fee.

AP courses presently offered include:

- Math: Calculus AB, Calculus BC, Statistics
- Technology: Computer Science A and Computer Principles
- Science: Chemistry, Environmental Science, Biology, Physics I, Physics II
- World Language: Chinese, French Language, Spanish Language,
- English: English Literature
- History: United States History, Psychology
- Arts: Studio Art

COLLEGE ACCELERATION PROGRAM THROUGH ROWAN COLLEGE AT BURLINGTON COUNTY

In nearly all of our AP courses, students also have the opportunity to earn college credit for their coursework through a partnership with the [College Acceleration Program \(CAP\)](#) at Rowan College at Burlington County. Students in eligible courses receive further information about this program and how it relates to their specific courses at MFS at the beginning of each year. Any questions about the CAP program or eligibility should be directed to the Director of College Counseling.

MFS CAPSTONE PROGRAM

The [MFS Capstone Program](#) is designed to challenge and inspire students wishing to pursue advanced study in a particular field. Beginning in the spring semester of junior year and running through the middle of senior year, the program has participants produce scholarly work by engaging in independent research and/or creative development under the guidance of a MFS teacher/advisor.

OTHER FEATURES OF THE CURRICULUM ---

ACCELERATION

Eligible students may seek permission from the department chair to accelerate within a particular discipline (e.g., math, world language) by tutoring, summer course work, or independent study. School-administered exams given late in the summer determine appropriate placement. Generally, students need to have performed at the 90 level or higher in previous courses of the same discipline in order to be considered for acceleration.

However, given the multifaceted nature of world language study at level III and beyond, a student may not pursue summer study for advanced languages (level III and beyond) without express permission from the department chair. Permission to pursue advanced language study during the summer is rarely granted, and in such cases only to allow a highly capable student to promote his/her pursuit of the language at MFS during the academic year (e.g., study Spanish III during the summer in order to enroll in Spanish IV in the junior year).

COLLEGE COURSES

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

INDEPENDENT STUDY

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

There are two basic types of independent study: A) designed by a student to explore a subject or topic of his/her own choosing in a manner which s/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 may only be taken as minor courses and students must complete at least one arts class in the area of study before seeking an arts independent study.

PEER LEADERSHIP

Peer Leadership is a year-long course that guides all 9th grade students through their first year in the Upper School. The course is taught by 12th grade students who are trained by faculty members to facilitate discussions that introduce 9th grade students to the culture of the upper school and to foster skills for critical thinking, ethical decision making, spiritual awareness, and resilience. Peer Leadership meets during a minor course period.

GRADES

Moorestown Friends School follows a semester calendar with grades reported quarterly. All major courses give numerical grades on a 100-point scale or NC (no credit). Typically, end-of-year grades represent an average of the four quarter numerical grades and the final exam, where applicable. For seniors, the shortened fourth quarter may count for less, but this varies from course to course and depends upon the distribution of work over the course of the spring semester. Students are expected to show competence in all subjects and continued enrollment at MFS depends upon maintaining satisfactory academic standing. Students have two weeks from a term's end to complete any missing work and resolve incomplete status.

Report cards are issued in early November, late January, late March, and mid-June.

HONOR ROLL

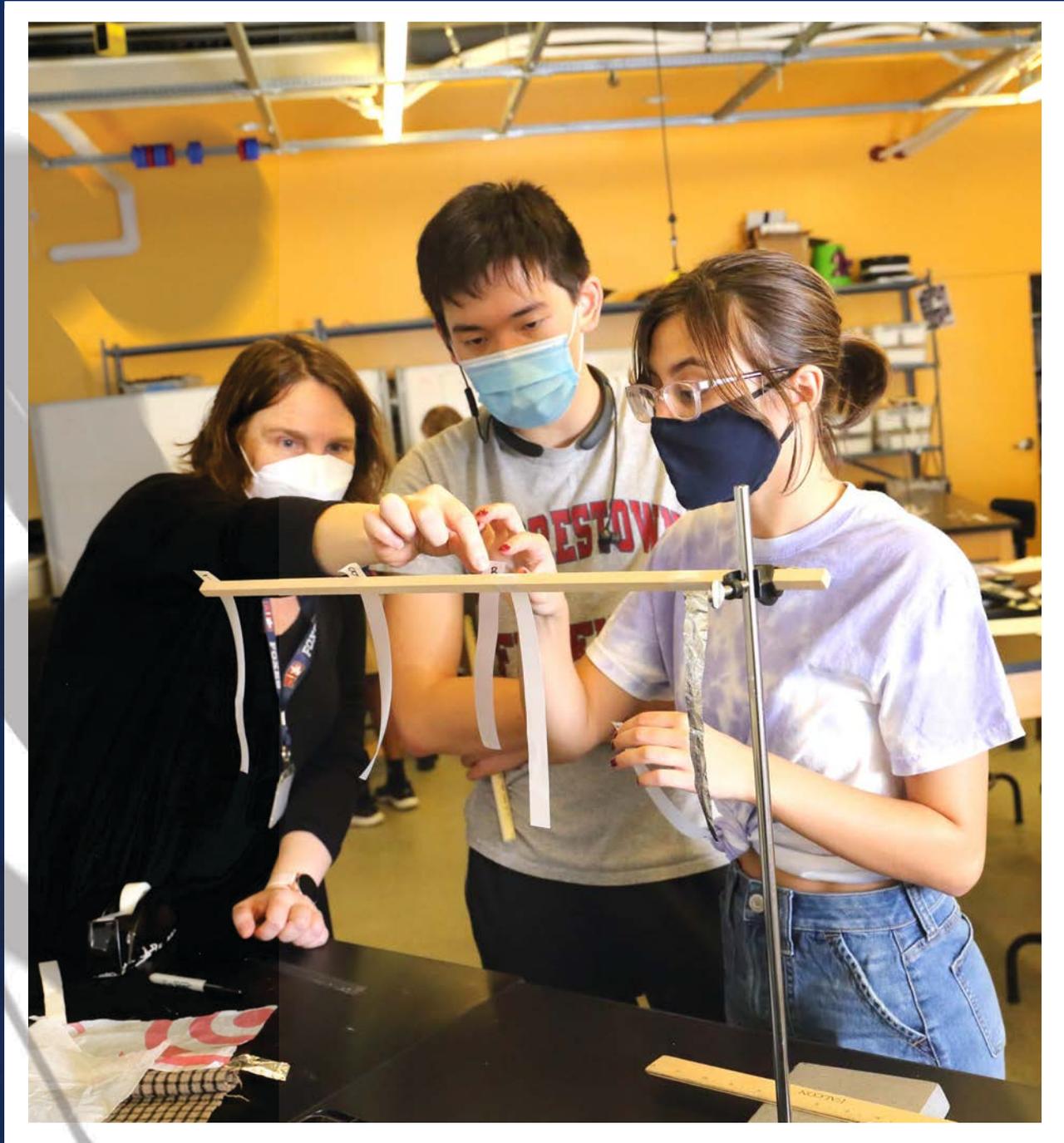
Students whose quarter grades average 92 and who have no grade below a 73 achieve honor roll status for that term. Year-end honor roll recognizes four successive quarters of such high achievement as well as exemplary performance on final exams. For seniors the baccalaureate honor roll celebrates those who have made the year-end honor roll each of their four years during 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 class meetings in a year-long course; 10 class meetings in a semester-long course).



PROGRAM AND COURSE DESCRIPTIONS



ARTS

All arts courses except Studio Art and AP Studio Art, are minor courses. You can find a link to the most recent list of minor courses and their descriptions in the minor course area of this document; in fact, you will find the vast majority of arts offerings listed in this area. Students with an interest in the arts are urged to speak with the Arts Department faculty before choosing courses in order to arrange maximum credit and maximum exposure.

ARTS: VISUAL ARTS

STUDIO ART 1 & 2 (2D OR 3D)

full year

Students in these courses are expected to develop mastery in concept, composition, and execution of ideas through the development of a comprehensive portfolio. In constructing the portfolio, students will explore creative thinking, the elements and principles of art, and the definition of design. Students are responsible for demonstrating mastery in using the elements of art in their work. Students enrolled in both levels of Studio Art must research their ideas for independent projects and document this in a sketchbook journal. Through a goal-planning process, students are guided in setting challenging but attainable creative goals for in-class and independent projects.

Prerequisites: (2) art minor courses

Open to grades: 11, 12

AP STUDIO ART

full year

This course accommodates students interested in completing one of three AP portfolios: Drawing Portfolio, 2-D Design Portfolio and 3D Design Portfolio. Emphasis is placed on the production of a volume of quality artwork pieces. Students address all three sections of the portfolio: breadth, concentration, and quality. Students are challenged to develop their own personal work, while mastering the concept, composition, and execution of their ideas and themes. Art-making is an ongoing process that employs critical decision making to best resolve problems, and students will develop a comprehensive portfolio that addresses these issues in a personal way. Submission of an AP portfolio in May for either Drawing, 2-D Design, or 3-D Design is optional for students in this course; there is an additional cost for submission.

Prerequisites: (1) visual arts minor (choice), (1) drawing arts minor, AND Studio Art. Those not meeting the stated prerequisites need to provide current samples of completed works and must be recommended by a member of the department. If the artwork meets the standard, the student may join the class and add these pieces to his/her AP portfolio.

Open to grade: 12



COMPUTERS & TECHNOLOGY

The courses listed in the section below are all major courses. However, numerous computers and technology courses are offered as minors. You can find a link to the most recent list of minor courses and their descriptions in the minor course area of this document.

AP COMPUTER SCIENCE PRINCIPLES/COMPUTER SCIENCE PRINCIPLE HONORS

full year

A requirement for success in the 21st century is creativity coupled with technology skills and critical thinking. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet and cybersecurity concerns. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. There will be speakers from businesses in our community and perhaps field trips to see real world business applications. This class focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives. Determination of AP or Honors will be made three weeks into the quarter after a diagnostic test has been given.

Computational Thinking Practices learned in this class

1. Connecting Computing
2. Developing computational artifacts
3. Analyzing problems and artifacts
5. Communicating
6. Collaborating

It is a project-based class and one example may be the following:

- Analyzing sets of “Big Data” for a major company
- Identifying sales trends
- Forecasting future merchandise needed
- Using graphic art software to develop an advertising plan.

Prerequisites: Permission from the department. Determination of AP or Honors will be made three weeks into the quarter after a diagnostic test has been given and all work up until that point is considered.

Open to grades: 11, 12

AP COMPUTER SCIENCE

full year

This major course is comparable to a first-year college course in computer science. The course trains students to develop programs and solve problems using the programming language JAVA. It begins with an introduction to the history of computers and programming and continues with object-oriented programming that focuses on the development and analysis of algorithms and data structures. The topics covered are those set by the College Board. Students may take the AP exam in May, for which there is a fee. Grades are based upon at-home and in-class work, quizzes, projects, and test scores. Textbooks are provided for this class but students may have to purchase workbooks.

COMPUTERS & TECHNOLOGY

AP COMPUTER SCIENCE, CONT'D

Prerequisites: Completion of Algebra II or Precalculus with a 82% or higher. Must take and score at least an 85% on the online aptitude test to be taken in April.

Open to grades: 11, 12

COMM & MEDIA TECHNOLOGIES

full year

This course offers students a broad foundation in the technologies and common software applications (Adobe Creative Cloud applications, like Photoshop, Illustrator, Premiere Pro and/or InDesign) that allow us to create and share printed media, multimedia, and hypermedia (web pages). Through projects, like package design and video editing, students will learn the importance of balancing self-expression, strong design sensibilities, and the practical demands of communicating with an audience. Web design topics could include an introduction to HTML5, CSS, and the principles of designing a positive user experience. Comm Media students have also planned, designed and launched their own blogs, allowing them the opportunity to create, optimize/compress, and deliver their own multimedia creations (audio, graphics, and video).

Open to grades: 11, 12

ENGLISH

The courses listed in the section below are all major courses, and only one course option is available in grades 9 and 10. Students in grades 11 and 12 enroll in two semester-long seminar courses per year. The seminars are designed to cover a wide range of literature and interests, but all seminars are focused on analytical and comparative writing. Each semester there are eight seminars offered, all consisting of a mix of juniors and seniors, with two honors options. Students who apply for honors seminars must commit to taking honors-level seminars in both semesters. Seniors have a choice of applying for a year-long AP English Literature course in lieu of two seminars. Honors and AP courses will involve additional reading over summer, winter, and spring breaks, a more difficult reading schedule, and additional research-based writing. The AP course is a college-level literature class that culminates with the AP exam in May.

English courses are also frequently offered as minors. You can find a link to the most recent list of minor courses and their descriptions in the minor course area of this document.



ENGLISH

ENGLISH 9

full year

Students in English 9 read a wide variety of literary works -- from short stories and memoirs to plays and graphic novels. Throughout the year, students examine the power of the stories we tell ourselves and others about who we are. How do we develop both a personal identity and a communal or cultural identity through the stories we create and pass on? What happens if our life experiences suddenly contradict our ideas of who we are and what we stand for? Considering these and other questions will require both thoughtful reading and active participation. Students in English 9 write creatively, analytically, and interpretively as they work on becoming confident writers. Students also participate in independent reading.

Major texts may include: Night; I Was Their American Dream; Romeo and Juliet; Fresh Ink; Lord of the Flies.

Required in Grade 9

ENGLISH 10

full year

In English 10 we examine both classic and contemporary American literature, focusing on defining and questioning the concept of American identity. We divide the year into themed units, focusing on race, class, the environment, and war. Our texts allow students to ask essential questions about the themes, and then engage in project-based learning to build on their contemporary connections to those texts and themes. Students will also build on their ninth grade study of essay writing and focus on in-depth literary analysis. The study of vocabulary, grammar, and literary terms continues in the tenth grade year.

Major texts may include: The Hate U Give; American Born Chinese; The Great Gatsby; Maid; 2040 A.D.; The Things They Carried; selected American nature poetry; contemporary works selected by the class.

Required in Grade 10

ENGLISH 11 & 12

Juniors and seniors enroll in two semester-long seminar courses per year. The seminars are designed to cover a wide range of literature and interests, but all seminars are focused on analytical and comparative writing. Each semester there are eight seminars offered, with two honors options. Students who apply for honors seminars must commit to taking honors-level seminars in both semesters. All of the seminars will be a mix of juniors and seniors. Seniors have a choice of applying for a year-long AP English Literature course in lieu of two seminars. Honors and AP courses will involve additional reading over summer, winter, and spring breaks, a more difficult reading schedule, and significant work with secondary sources. The AP course is a college-level literature class that culminates with the AP exam in May.

To be considered for honors English seminars, a student typically must have maintained a 92 or better average in previous English courses (or an 89 or better average for juniors in honors-level courses). A writing sample and departmental recommendations are also considered. Students who apply for honors seminars must commit to two semesters of honors (the entire junior or senior year). Students who do not take honors seminars as juniors are welcome to apply for honors seminars as seniors, and students enrolled in honors seminars as juniors must re-apply for honors as seniors.

ENGLISH

ENGLISH 11 & 12

To be considered for AP English, a student must have maintained a 92 or better average in 9th-11th grade English (juniors in honors-level courses must have earned an 89 average or better). Admitted students have typically scored a 65/650 or better on the critical reading section of the PSAT or SAT. A writing sample, sample AP exam section, and departmental recommendations are also considered.

The chart below identifies which courses are offered in the fall and which in the Seniors whose schedules allow may double-up and take two seminars in both semesters.

FALL SEMESTER	FALL SEMESTER	SPRING SEMESTER	SPRING SEMESTER
Identity in American Literature(Honors)	The Evolution of Gothic Literature (Honors)	Global Poetry (Honors)	Literature of Ethics(Honors)
Contemporary Drama	Banned Books	Fringe Voices in Literature	The Odyssey in Contemporary Literature
Narratives of Immigration	21st Century Literature	Poetry of Revolution	Literature of the American South
Jewish Literature	South Asian/ Indian Literature	Dystopian Literature and Film	Postmodern Literature
	AP English Literature (full year)	AP English Literature (full year)	

ENGLISH: COURSE DESCRIPTIONS

FALL SEMESTER

THE EVOLUTION OF GOTHIC LITERATURE (HONORS)

What lurks in the shadows and the forgotten corners of our lives? Gothic literature, with its stories of haunted mansions, doomed romance, and terrifying family secrets, emerged in the eighteenth century, and authors up to the present day have used its tropes to describe and delve into the realm of the subconscious. This course will examine British and American literature of the 19th and 20th centuries in which ghosts, monsters, and other unsettling beings play a role. What hidden anxieties or desires might these eerie figures represent? Our reading will include novels and short fiction, as well as essays on critical theory.

Texts may include: Frankenstein; Beloved; The Turn of the Screw; The Yellow Wallpaper

Open to Grades: 11 & 12

IDENTITY IN AMERICAN LITERATURE (HONORS)

What makes us who we are? What prevents us from fully expressing ourselves and our identities? These questions will be the starting point for an examination of American literature focused on identity. We will examine the tension between the American ethos celebrating individuality and our often oppressive social norms. Ranging from the early 20th century to 2015, the texts in this course examine how gender, class, and race often contribute to this tension and prevent the full expression of one's individuality.

Texts may include: The House of Mirth; The Bluest Eye; Between the World and Me; Ragtime; There There

Open to Grades: 11 & 12

JEWISH LITERATURE

What can literature teach us about a group's history and culture? What variety and complexity of deeper meanings can people ascribe to a shared identity? And how do groups navigate the tension between their traditions and a changing world? These questions will guide us through an exploration of Jewish literature. We will start with the basics of the religion, including a bit of Torah and Talmud. Then we will jump to the 19th century, following a path that starts with Yiddish stories in Eastern Europe, brings us to America, and winds its way into the late 20th century. Along the way, we will discuss topics such as family, modernization, antisemitism, poverty, assimilation, sexuality, and the challenges of religious faith.

Texts may include: Tevye the Dairyman; Gimpel the Fool; Goodbye, Columbus

Open to Grades: 11 & 12

ENGLISH: COURSE DESCRIPTIONS

FALL SEMESTER

CONTEMPORARY DRAMA

Contemporary drama has become a powerful force that shines light on contemporary issues, often dealing with very important and sometimes disturbing subject matter. Theater can bring to life in a very special and unique way people and their struggles and achievements. In this course we will read scripts and watch performances of amazing contemporary works that are milestones in the evolution of drama, works that force the audience to confront contemporary issues.

Texts may include: Angels in America; Blackbird; Who's Afraid of Virginia Woolf

Open to Grades: 11 & 12

21ST CENTURY LITERATURE

This course will exclusively cover works written since 2000. The contemporary focus will allow us to explore how acclaimed authors engage with the texture and structure of our 21st century lives. Relatability and variety are two goals guiding the selection of books for this class. Each book will be radically different in style and content than the others. And though chosen to be relatable, these books will also expand our notions of what is normal, challenging us with unfamiliar visions of contemporary life. Doing the reading for this class, you will lose yourself in gripping stories, but you will also sometimes get pushed to understand perspectives very different from your own.

Texts may include: This is How You Lose Her; Prep; The Road.

Open to Grades: 11 & 12

NARRATIVES OF IMMIGRATION

How does a place become home? How much of our identity depends on where we are? This course will explore stories of immigration to America, focusing on the ways in which immigration has defined both individuals and our country. Though we will read stories from diverse cultures and multiple time periods, we will trace common threads such as multi-generational assimilation, culture shock, the American Dream, and attitudes towards immigration. How has immigration influenced the changing definition of American identity over the centuries? We'll explore these and other questions through a rich tapestry of characters' journeys.

Texts may include: The Namesake; Tell Me How It Ends: An Essay in 40 Questions.

Open to Grades: 11 & 12



ENGLISH: COURSE DESCRIPTIONS

FALL SEMESTER

BANNED BOOKS

Crude, blasphemous, insidious, profane, dissenting. These adjectives are often used to feed into paranoia surrounding controversial texts, and perhaps the very reason we should study them in the first place. In this course we will explore books that have been, or are currently, banned in parts of the US (and globally). We will examine why certain institutions fear their distribution, and look at what they have to offer to those lucky enough to gain access to their secrets.

Texts may include: Maus; Two Boys Kissing; excerpts from Harry Potter; The Bluest Eye; 1984; Lolita; The Kite Runner

Open to Grades: 11 & 12

SOUTH ASIAN/INDIAN LITERATURE

India is home to 1.38 billion people, 28 states, and 121 languages. It is also robust with history, conflict, and stories. In this course we will travel through time and mountains, dusty roads, and jungle, all to explore the myriad of narratives Indian authors have to offer. We will also look into Indian writers who have immigrated to Europe and America, and use literature as a way of exploring their own heritage. Students will gain an understanding of colonial influence, caste systems, and civil conflict in the surrounding northern countries as well.

Texts may include: God of Small Things; White Tiger; Unaccustomed Earth; Cutting for Stone; Life of Pi

Open to Grades: 11 & 12

SPRING SEMESTER

GLOBAL POETRY (HONORS)

In this course, we will read nothing but student-selected poems. Each class period, a student will introduce two poems they have chosen that they want the class to discuss, two poems that they believe relate to each other in some interesting way. These selections, taken only from anthologies that comprise this course's reading list, will be poems in translation from around the world, including contemporary poems and poems from the ancient past. We will practice the unique and challenging art of discussing and writing about poetry effectively, and we will reflect on how poetry illustrates and responds to global diversity and its effects.

Texts may include: The Ecco Anthology of International Poetry; A Book of Luminous Things; The Poetry of Our World: An International Anthology of Contemporary Poetry

Open to Grades: 11 & 12

ENGLISH: COURSE DESCRIPTIONS

SPRING SEMESTER

THE LITERATURE OF ETHICS (HONORS)

Plagiarism or inspiration? Great good or lesser evil? Honesty or kindness? Ethical dilemmas are all parts of the human experience. In this course we will examine books that present ethical dilemmas and explore how our personal bias, cultural backgrounds, and social grooming influences our perspectives on how the stories play out. We will also review various philosophical concepts and use them to analyze texts from multiple perspectives. Films, non-fiction, and plays are also a part of this course.

Texts may include: Blackbird; "Bad Art Friend"; The Immortal Life of Henrietta Lacks; Amnesty; The Light Between Oceans; The Reader

Open to Grades: 11 & 12

LITERATURE OF THE AMERICAN SOUTH

Eudora Welty of Jackson, Mississippi, wrote, "One place understood helps us understand all places better," and that idea animates this class. By studying Southern writers and settings, we hope to deepen our understanding of the United States, of course, but really of all people, everywhere, and the many different kinds of stories they tell. Southern literature's themes—family, violence, faith, poverty, history—are universal. Notable, too, is the remarkable stylistic breadth and complexity of Southern writing.

Texts may include: A Good Man is Hard to Find; Cat on a Hot Tin Roof; In Cold Blood.

Open to Grades: 11 & 12

POETRY OF REVOLUTION

How do artists respond to revolutionary moments in history? Can poetry inspire revolution? In this course we will examine the intersection between poetry and social change. We will look closely at several revolutionary moments in modern history, including the Harlem Renaissance of the 1920s and the Black Arts Movement of the 1960s. We'll also look at how today's poets respond to and engage with social unrest. Some of the many poets whose work we'll study are Paul Laurence Dunbar, Langston Hughes, Claude McKay, James Weldon Johnson, Richard Wright, Gwendolyn Brooks, Robert Hayden, Amiri Baraka, Nikki Giovanni, Maya Angelou, Gil Scott-Heron, Claudina Rankine, Carolyn Forchette, Lucille Clifton, Joy Harjo, Martin Espada, Ada Limon, Natasha Trethewey, Adrienne Rich, Audre Lorde, Ross Gay, Ocean Vuong, Sonia Sanchez, and Rita Dove.

Open to Grades: 11 & 12



ENGLISH: COURSE DESCRIPTIONS

SPRING SEMESTER

THE ODYSSEY IN CONTEMPORARY LITERATURE

For more than 2,500 years, the story of Odysseus has been with us: the story of a man who survives a decade-long war and the epic journey that finally brings him home to his family. Authors up until the present day have admired and adapted *The Odyssey*, the epic poem that tells Odysseus's story; they have also asked thought-provoking questions about the stories that are hinted at but not told in the poem. In this course we will read selections from a modern translation of *The Odyssey*, and we will examine contemporary works of literature and film that make use of, echo, and talk back to the ancient poem.

Texts may include: The Odyssey; The Penelopiad; Circe

Open to Grades: 11 & 12

FRINGE VOICES IN LITERATURE

Many groups of people are poorly represented in mainstream literature. Their stories are rarely told and they remain on the fringe. Readers don't learn of their struggles or triumphs. In this course, we will explore marginalized voices in modern literature. We will read short stories as well as novels.

Texts may include: Interpreter of Maladies; Good Kings, Bad Kings; Kindred.

Open to Grades: 11 & 12

DYSTOPIAN LITERATURE AND FILM

Across centuries and genres, writers have used their work to explore their anxiety about the future. Using potential future outcomes to comment on current issues and problems, authors of dystopian fiction offer a warning about what may happen if we don't course correct. This course will examine a range of dystopian literature and film, works that differ in their central anxieties but share a common sense of impending dread. Some approach the work through a science fiction lens, some share their worries through suspenseful drama, and some reflect our current problems through humor and satire.

Texts may include: 1984; Feed; Zone One; American War; The Water Cure; We Cast a Shadow; Parable of the Sower; various short stories and films.

Open to Grades: 11 & 12

POSTMODERN LITERATURE

The term "postmodernism" resists definition. The best characterization of the texts that fall within this movement have a loose assemblage of traits: a defiance of standard literary form, self-awareness, intertextuality, language play, and a general sense that the world is not quite what it seems. All of the course's readings question assumptions of how meaning and knowledge are created.

Texts may include: Waiting for Godot; Everything is Illuminated; Slaughterhouse-Five; A Visit from the Goon Squad.

Open to Grades: 11 & 12

ENGLISH: COURSE DESCRIPTIONS

FULL YEAR

AP ENGLISH LITERATURE AND COMPOSITION

full year - seniors only

The AP course in English Literature is a challenging, college-level course that engages students in the close reading of both classic and contemporary literature. Spanning time and geography, the course includes works that seem fundamentally different (and therefore offer a wide range of topics for discussion and analysis), but also share thematic elements that “speak” to each other in interesting and often surprising ways. Students will work together with the teacher in the spring of their junior year to choose some texts together to help shape the course based on student interests. At the conclusion of the course, all students are prepared to take the Advanced Placement exam in English Literature and Composition. This course includes additional summer reading, independent reading over winter and spring breaks, and an emphasis on literary criticism and research.

Texts may include: The Canterbury Tales; One Amazing Thing; Othello; Frankenstein; The Remains of the Day; Atonement; Homegoing

Open to Grade: 12

HISTORY

The courses listed in the section below are all major courses, and only one course option is available in grades 9 and 10. However, History courses are also frequently offered as minors. You can find a link to the most recent list of minor courses and their descriptions in the minor course area of this document. In grade 11 students can choose between Advanced Placement United States History and 20th Century History at the honors or the college prep level. In addition, students in grade 12 have several semester-long electives to choose from, though none of these are required.

UNITED STATES HISTORY

full year

This course covers the history of the United States from the first rumblings of the Revolution to the present with special attention to the period before the U.S. 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 U.S. 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 focuses on the craft of the historian: understanding what a historical interpretation is, evaluating biases in history, and learning what constitutes historical proof. Students learn how to craft historical essays of their own while exploring the methods of historical research and analysis.

Required in Grade 9

HISTORY

THE LONG 19TH CENTURY

full year

The purpose of this course is to introduce students to the historical context of the Modern World. It emphasizes events after 1750 around the world including South America, Europe, Africa, South Asia, and East Asia. The course is organized through thematic units, including problems of governance, law, and citizenship; issues of identity; introduction to globalization; and the rise of science and the impact of new technology. The book *King Leopold's Ghost* will frame many of these topics. Tenth grade history also teaches skills necessary to be a successful student at Moorestown Friends School. These skills include building and presenting effective written and oral arguments, analyzing primary sources, and reading critically.

Required in Grade 10

AP UNITED STATES HISTORY

full year

The Advanced Placement United States History course offers students the opportunity to study the complexity of US history with depth at an introductory college level. The class content begins in the early colonial period and follows the chronological history of the United States into the 21st century. The Constitution establishes a foundation for the examination of each historical period. Students will continue to develop their writing and critical thinking skills throughout the year with assessments that mimic the Advanced Placement exam. In addition, the students will write two self-designed major essays, one in each semester.

All students enrolled in this class may take the AP exam in May, for which there is an additional expense.

Prerequisites: Students interested in Advanced Placement United States History must complete three distinct tasks for consideration: submission of a writing sample, completion of a multiple-choice test modeled on the multiple choice section of the official AP test, and reflection questions on their interest in, preparedness for, and commitment to this particular AP course. Students will be expected to prepare using materials provided by the department chair. Students who fail to request these materials by the appointed time will be disqualified from consideration.

Open to Grade: 11



HISTORY

AMERICA & THE WORLD IN THE 20TH CENTURY / AMERICA & THE WORLD IN THE 20TH CENTURY HONORS

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 includes four main themes: global interdependence, rise of mass society, issues of identity, and the impact of new technology. In this course students demonstrate mastery of certain historical skills: research, critical reading, critical thinking, and effective oral and written expression. Students write a full research paper on a topic of their choice and complete several shorter research assignments.

Students enrolled in the honors course write longer and more frequent papers, complete longer and more advanced nightly readings, and engage in more independent work. They also take a more active role in class discussions and projects. Honors work challenges students who have an interest in history and helps them develop a greater understanding of the discipline.

Prerequisites: Students who demonstrate strong performance in previous history courses may be admitted into an honors history course. Those who have been selected for enrollment in the past have maintained a 87% or better average in prior history courses. All students interested in Honors 20th Century History must take a writing test to be admitted.

Open to Grade: 11

HISTORY: SENIOR COURSES

Note: There is a “hard cap” of 22 students for senior level history classes. If enrollment exceeds that number, students will be selected randomly from the enrollment list to fill the 22 spots.

AP PSYCHOLOGY

full year

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students are exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

AP Psychology is an introductory college level course that culminates in the administration of the AP exam. Because it is a college level course, students will be required to be active participants in the learning and examination of the material. Required weekly readings along with long-term assignments/projects will be part of required work. The class will also focus on reading/discussing current research, analyzing case studies, conducting experiments, and working on your own research.

All students enrolled at the AP level may take the AP exam in May, for which there is an additional expense.

HISTORY

HISTORY: SENIOR COURSES

AP PSYCHOLOGY, CONT'D

full year

Prerequisites: students interested in Advanced Placement Psychology must complete three distinct tasks for consideration: direct communication with Ms. Scully, the teacher of the course, completion of a Free-Response Question modeled on the official AP test, and reflection questions on their interest in, preparedness for, and commitment to this particular AP course. Students will be expected to prepare using materials provided by the department. Students who fail to request these materials by the appointed time will be disqualified from consideration.

Open to Grade: 12

HONORS/ COLLEGE PREP ECONOMICS

full year

The senior economics elective will introduce students to the principles of both micro and macro economics, but will focus primarily on micro economics. The students will examine the ideas of several economists including Adam Smith, David Ricardo, John Stuart Mill, Karl Marx, John Maynard Keynes, and Karl Menger and Friedrich Hayek of the Austrian School. The students will apply economic theory to real world problems both large and small as they learn the power of incentives in a social economic structure. Though the course is focused on capitalism, students will also examine the role of government in an economy. This course is offered as honors and college prep.

Students interested in Honors Economics for their senior year must create a plan for an independent project to be completed in addition to the course work, and this work must have a presentation component at its conclusion. The department chair and the teacher of this course will decide whether the independent project is appropriate. There is required attendance at a meeting to explain the expectations for this independent work. Students who do not attend will not be considered for honors.

Open to Grade: 12

HONORS/ COLLEGE PREP LAW, DEMOCRACY, AND SOCIETY: IS DEMOCRACY IN CRISIS?

full year

It is often said that the United States has an exceptional democracy. This course, among other things, is concerned with the question of whether the structure of American democratic institutions is similar or dissimilar to other democratic states; and do those differences matter. If it is different, in what ways is American democracy different and do those differences matter? To begin with, this course will examine the choices made by the designers of American government at the Philadelphia Convention of 1787 and the institutional structures that evolved from those choices and compare them to thirty other democracies. Students will study many of the ancient as well as enlightenment philosophers of government including but not limited to Plato, Aristotle, Hobbes, Locke, Montesquieu, and Rousseau. In addition, students will study the governmental process of specific public policies, including but not limited to healthcare, in both democratic systems of government, presidential and parliamentary, to better answer the question above.

HISTORY

HISTORY: SENIOR COURSES

HONORS/ COLLEGE PREP LAW, DEMOCRACY, AND SOCIETY: IS DEMOCRACY IN CRISIS?

full year

Students will study the Electoral College, comparing it to other democratic international executive electoral systems. In the second half of the course, students will study the law, specifically the first amendment, the fourth amendment, and possibly the second and fourth amendments. Students will learn how to become appellate lawyers and participate in several moot court competitions. Lastly, students will discuss whether certain first amendment rights in the United States should be rewritten by Congress or in fact the Supreme Court of the United States got it all right. It's an exciting course because it deals with cutting edge decisive issues that teaches students how to address them in a civic way in a real-world, practical setting.

Open to Grade: 12

MATHEMATICS

The upper school mathematics program consists of two sequences, one is college preparatory and the other is an honors sequence. 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. In addition to the two sequences, students can take a major course in Finance or AP/Honors/College Prep Statistics.

COLLEGE PREPARATORY SEQUENCE

This sequence leads students through a solid college preparatory curriculum well grounded in mathematical principles. Students who successfully complete the four-year sequence are prepared to take calculus in college.

Three years of mathematics in grades 9 through 12 are required for graduation. However, an increasing number of non-mathematical college programs require that students study calculus, and therefore, we encourage students to take four years of mathematics in high school. The sequence* of courses in this program is:

GRADE 9: GEOMETRY

GRADE 11: PRECALCULUS

GRADE 10: ALGEBRA II

GRADE 12: INTRO TO CALCULUS

MATHEMATICS

* A student entering MFS after the freshman year may be out of sequence with our college preparatory class progression. If this student earns an 87% or better year-end grade in the first year math class at MFS, the student may study the next math class in the summer, with departmental approval, to align with the college preparatory sequence. Upon completion of the study, the student must earn an 83% or better in a placement test given at the end of the summer.

HONORS SEQUENCE

The honors mathematics program is designed for students who enjoy math, can grapple with theory and concepts at a rapid pace, and are eager for hard work. Honors math students demonstrate initiative and independence as they work through new types of problems and develop fundamental 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: Geometry Honors

Grade 10: Algebra II Honors

Grade 11: Precalculus Honors

Grade 12: Calculus Honors/AP**

***Calculus follows the AP Calculus AB curriculum prescribed by the College Board. In order to meet the prerequisite for AP Calculus, students must have earned 90% or better in Precalculus Honors and received departmental approval upon teacher recommendation. The prerequisite for Calculus Honors is a grade of 80% or better in Honors PreCalculus.*

Unusually talented and dedicated mathematics students who have accelerated in the discipline may take AP Calculus AB in grade 11, contingent upon earning a 90% or better in Honors PreCalculus and departmental approval. These students may then opt to enroll in AP Calculus BC or AP Statistics in grade 12. If a student advances beyond the BC level before graduating, the department will recommend courses at local colleges.

To advance into the honors track or complete a summer math course (if already in honors track), students must have the permission of the department and earned a 90% or better in their previous Algebra-based math course. Upon completion of summer work students must earn an 87% or better on the department summer exam given before the start of school. Exams are administered in late August or early September.

If a student receives a year-end grade below 80% in an honors course, they will need to study the material over the summer, retest and earn an 83% or better on the department final exam. Exams are administered in late August or early September.

MATHEMATICS

OTHER COURSES

AP STATISTICS

full year

The topics for AP Statistics are divided into four major themes: exploratory analysis, planning and conducting a study, probability, and statistical inference. Exploratory analysis of data uses different techniques to study patterns and departures from patterns. By creating their own experiments, students 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 are used in the analysis of data. All students enrolled in the AP class may take the AP exam in May, for which there is an additional expense.

Prerequisites: 87% or higher in Precalculus, departmental approval, and teacher recommendation.

Open to Grade: 12

HONORS/COLLEGE PREP STATISTICS

full year

The course will follow a similar topic course as the AP Statistics course with a more in depth look at everyday presentation of Statistics. Each chapter will end in a project exploring an application of the learned concepts in the real world. Students who want to enroll in Honors Statistics will need to have earned an 80% or better in Honors PreCalculus or an 87% or better in College Prep PreCalculus.

Open to Grade: 12

FINANCE

full year

Students in Finance 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 explore topics such as consumer credit, credit cards, taxes, and retirement planning. Using math skills and financial analysis, students evaluate stocks and track investments. Additionally, students learn about financial resources and evaluation tools available to them via the Internet.

Open to Grade: 12



PHYSICAL EDUCATION & HEALTH

Physical education in the upper school consists of a wide variety of activities that focus on physical fitness, 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 (e.g., PickleBall and tennis), traditional team sports (e.g., soccer, flag football, floor hockey, basketball, team handball, and base games), lifetime recreational activities (e.g., bowling, dance, golf, weight lifting, Frisbee games, volleyball, and Cooperative Games), and activities that specifically address the five related fitness components (e.g., yoga, Pilates, and aerobics). Additional offerings are presented as student 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.

Ninth-grade students 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, safe sex practices, and relationships. Twelfth-grade students concentrate on various health topics that apply to anyone transitioning to the greater independence afforded by college. Stress management and the mind/body connection are discussed, and students learn how to apply stress management skills. Other topics include nutrition and current health issues in the news that will affect the emotional and social aspects of a student's day-to-day interactions.

Many physical education and health courses are also offered as minors and available to all grades. You can find a link to the most recent list of minor courses and their descriptions in the minor course area of this document.

RELIGION

Quakerism is an integral part of life at Moorestown Friends School. It undergirds the school's philosophy and approach towards education. Quakers believe that everyone has a spiritual dimension and that understanding and developing that dimension is as fundamental to education as mathematics or reading. The upper school's emphasis on spiritual education is developed in a number of ways, through: service activities; formal classes; student government; attention to Quakerism's central values; and a deep commitment on the part of the staff to nurturing the life of the spirit.

RELIGION

A Friends school does not aim to create Quakers but rather to help young people become aware of the “Inner Light,” that spiritual presence in all of us that provides guidance and direction for living in our complicated world. The school believes that the religious tradition of each student is strengthened by the understanding of Quaker history, faith, and practice. One of the strengths of a Quaker education is its focus on empowering students to develop and use their talents and gifts within a caring community. The practices of Quakerism, especially Meeting for Worship, give young people powerful tools for spiritual growth. Meeting for Worship is a 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.

Students must take two required religion courses as part of their graduation requirement. In 9th grade students take a required course on Quakerism, in 10th grade students will take Leadership in the Quaker Dimension and in 11th grade a course in World Religions.

REQUIRED COURSES

QUAKERISM

The 9th Grade Quakerism course serves to introduce students to the Quaker culture of the MFS upper school through exploring Quaker history, beliefs, and practices. It will give students the opportunity to examine Quakerism academically while also providing space for personal reflection and spiritual development. The course will highlight Quaker Meeting for Worship, Meeting for Worship for Business, Quaker Testimonies, and practice of Letting Your Life Speak. A primary goal is to help students understand the foundations of MFS and put their learning into practice through building an upper school culture inspired by Quaker tradition.

Required in Grade 9

WORLD RELIGIONS

The 11th Grade World Religions course is designed to help students understand the concept of ‘religion’ and how religion impacts our society. This course introduces a variety of religious expressions, some of which may be different from students’ expectations. It highlights approaches to the study of religion, which include: comparing beliefs and practices, understanding the diversity which exists within religions, and demonstrating critical thinking. At the end of the course, students will have a tool kit which provides a lifelong engagement with religious studies both personally and academically.

Required in Grade 11

SCIENCE AND ENGINEERING

The three-year graduation requirement for science is satisfied through completion of three required courses: 9th-grade Physics First, 10th-grade Chemistry I, and an 11th or 12th-grade Biology course Beginning in their junior and senior years, students may also choose from a variety of science elective courses.

Many of the upper level science courses are differentiated; some classrooms combine college prep and honors students, while others classes combine honors and AP students. Students should register for the option they are interested in pursuing, after making sure that they are qualified (see individual course descriptions for details). Instruction in differentiated classrooms is aimed at the higher level with assessments, lab work, homework, and grading standards matched to the level. Students who opt for AP should be prepared for a greater volume of work and higher expectations for independent learning, intellectual complexity, and demonstration of mastery. If you have further questions about Honors or AP placement, including how standardized test scores might inform your decision, please reach out to the Science Department Chair. In addition to the many major courses listed below, the science department offers a number of minor courses each semester. You can find a link to the most recent list of minor courses and their descriptions in the minor course area of this document.

PHYSICAL SCIENCES

COLLEGE PREP PHYSICS FIRST

full year

This course is an introduction to the principles of physics, with an emphasis on problem-solving using basic algebra skills. Through hands-on lab work and group activities, students gain a deeper understanding of physics principles that affect them every day, and which will serve as underpinnings for chemistry and biology. Topics will include motion, forces, energy, waves, and the particle model of matter. Students will be guided through the practice of scientific investigation via activities that require graphing, collecting and analyzing data, and presenting results and conclusions to their peers. Grades are based on at-home and in-class work, laboratory work, tests, and the successful completion of a project for exhibit in the annual Science and Engineering Exposition (SEE).

Open to Grade: 9

HONORS PHYSICS FIRST

full year

This course is also an introduction to the principles of physics. The content covered is the same as the College Prep Physics First course, but in greater detail and with the use of more rigorous math concepts. Students are also expected to complete an independent research project that will be presented at the annual Science and Engineering Exposition (SEE).

*Prerequisites: A grade of 93% or higher in their previous science class, satisfactory performance on the science department placement test, and a teacher recommendation. **Any student who is new to MFS in ninth grade and has not yet completed Algebra 1 must enroll in Physics First College Prep.***

Open to Grade: 9

SCIENCE AND ENGINEERING

COLLEGE PREP CHEMISTRY 1

full year

Chemistry is the study of matter, its structure, properties and composition, and the changes that matter undergoes. This is a first year, laboratory-based course designed to give students an opportunity to explore a variety of topics in general chemistry. In this course, we will study the fundamental principles of chemistry, which will allow you to further explore scientific systems in greater depth in future coursework. The laboratory portion of this course will reinforce concepts and processes discussed in class, as well as provide a hands-on, inquiry-based experience to supplement classroom discussion. At appropriate times, students will be aided in the data collection and analysis process by the use of modern laboratory instrumentation. Grades are based on at-home and in-class work, laboratory work, in-class assessments, and the successful completion of a project for exhibit in the annual Science and Engineering Exposition (SEE).

Prerequisites: Physics First

Open to Grade: 10

HONORS CHEMISTRY 1

full year

This course is also an introduction to the principles of chemistry. The content covered will go beyond that in the College Prep Chemistry course. Students are also expected to complete an independent research project that will be presented at the annual Science and Engineering Exposition (SEE).

Prerequisites: Completion of Physics First AND an 87% or higher in previous Honors science courses and an 80% or higher in previous Honors math courses, or a 93% or higher in College Prep science courses and a 90% or higher in College Prep math courses and teacher recommendation/department approval.

Open to Grade: 10

CHEMISTRY 2 HONORS/AP CHEMISTRY

full year

This second-year chemistry course is designed to extend students' knowledge of chemistry and increase their competence in dealing with chemical problems. Topics covered in the first-year course are considered in greater depth; greater emphasis will also be placed on both chemical calculations and the quantitative formulation of principles. Laboratory investigations emphasize experimental design, advanced lab techniques, and the analysis and evaluation of quantitative data. Grades are based upon at-home and in-class work, laboratory work, and in-class assessments. Honors students will also complete a research project that will be presented at the annual Science and Engineering Exposition. Students matriculated as AP may take the AP exam in May, for which there is an additional expense.

Prerequisites: a grade of 87% or higher in their most recent Honors science course and an 80% or higher in previous Honors math courses, OR a 93% or higher in College Prep science courses and a 90% or higher in College Prep math courses. All students must receive Department Approval to be enrolled in an AP/Honors course.

Open to Grade: 11,12

SCIENCE AND ENGINEERING

PHYSICS 1 HONORS / AP PHYSICS 1

full year

Designed to be the equivalent to a first-semester college course in algebra-based physics, this course differs qualitatively from College Prep Physics 1 with respect to the kind of textbook used, the number and kinds of topics covered, the pace and depth of coverage, and the emphasis on complex and cumulative problem solving. Students enrolled in this course are expected to be independent learners and will need to complete substantial amounts of work outside of class. Course content includes Newtonian mechanics, work, energy, power, mechanical waves and sound, and an introduction to electrostatics and electric circuits. Grades are based on at-home and in-class work, quizzes, projects, laboratory exercises, and tests as well as a SEE project (honors only). Students matriculated as AP may take a series of graded Mock AP exams as well as the AP exam in May, for which there is an additional expense.

Prerequisites: Concurrent enrollment in Honors Pre-Calculus or prior completion of a Pre-Calculus course.

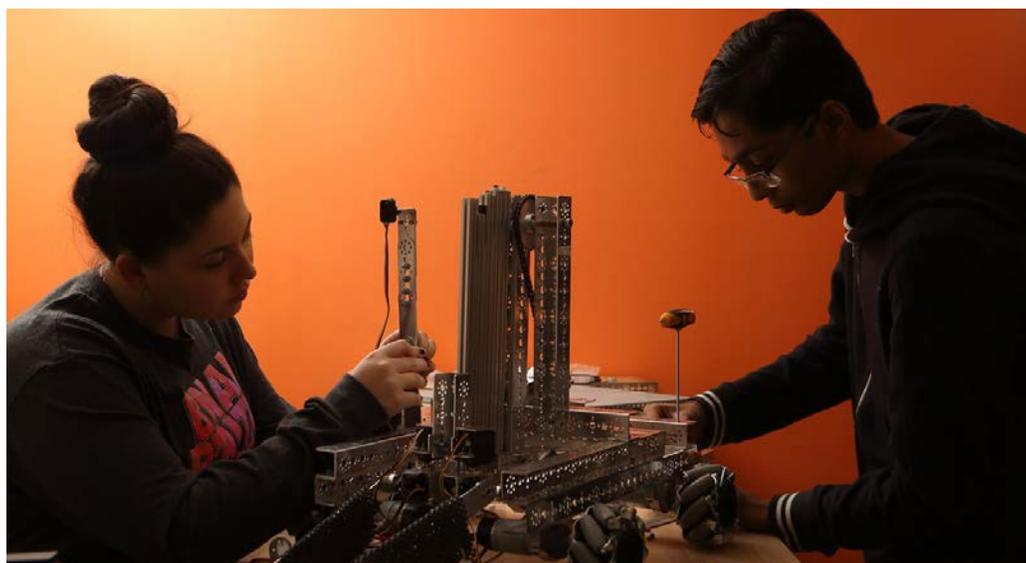
Open to Grade: 11,12

PHYSICS 2 HONORS/AP PHYSICS C: ELECTRICITY AND MAGNETISM *full year*

Physics 2 Honors / AP Physics C: Electricity and Magnetism is intended for students who plan to major in the physical sciences or engineering. In order to matriculate in Physics C, students must have successfully completed Physics 1 Honors or AP Physics 1, and students must have completed or be currently enrolled in Calculus AB or BC. This course covers five content areas - electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. Grades are based upon at-home and in-class work, quizzes, projects, laboratory exercises, and tests as well as a SEE project (honors only). Students matriculated as AP may take a series of mock AP exams as well as the AP exam in May, for which there is an additional expense.

Prerequisites: Successful completion of Physics 1 Honors or AP Physics 1 AND concurrent enrollment in or completion of Calculus Honors or AB or BC, and/or permission of the department.

Open to Grade: 11,12



SCIENCE AND ENGINEERING

WAVES AND SOUND

Fall Semester

This course will provide an introduction to the physics of oscillations, waves, and sound. We will learn some general principles of oscillations and waves, and then examine applications such as music, communications, and civil engineering. The course will be taught primarily through hands-on activities and observations of real-life systems, including labs such as measuring the speed of sound and light waves, determining resonant frequencies of macroscopic systems (like windows or playground swings), and designing musical instruments. Assessments include a detailed laboratory notebook, quizzes, tests, projects, and a research project for exhibit in the annual science and engineering exposition (SEE).

Prerequisites: Physics First

Open to Grade: 11,12

MODERN PHYSICS

Spring Semester

This course will provide students with an introduction to some of the most beautiful ideas in modern physics -- special & general relativity, quantum mechanics, and particle physics. We will learn the basics of these ideas, while simultaneously learning more about how modern science works and how these ideas manifest in the universe and in modern technology. Applications may include black holes and gravitational lensing, quantum computing, the standard model, supernovae and cosmic rays. Assessments will include quizzes, tests, projects, and a student-designed exhibit in the annual science and engineering symposium (SEE).

Prerequisites: Physics First

Open to Grade: 11,12

LIFE SCIENCES

COLLEGE PREP BIOLOGY 1

full year

The Biology 1 course connects six major areas of life science--ecology, evolution, genetics (classical and molecular), biochemistry, cellular biology, form and function of plants and animals--to the sensibility that living organisms can be understood through the scientific method. As in our Physics First and Chemistry program, students will learn principally through active collaboration, experimentation, modeling, and real-time analysis of data rather than by memorization. Some units will be structured using a modular component, where students may explore independently, choosing from a variety of "demonstrations of learning" to extend and share their knowledge about particular topics. Students are also expected to complete an independent research project that will be presented at the annual Science and Engineering Exposition (SEE).

Prerequisite: Physics First, Chemistry 1

Open to Grade: 11,12

SCIENCE AND ENGINEERING

BIOLOGY 1 HONORS

full year

Biology 1 Honors follows the same core topics as Biology 1 but includes more elaborate laboratory experiments and mathematical analysis of data. Biology 1 Honors students will also produce an independent project for the annual Science and Engineering Expo.

Prerequisite: Physics First, Chemistry 1

Open to Grade: 11,12

BIOLOGY 2 HONORS / AP BIOLOGY

full year

This course is designed to be the equivalent of a general, first-year college course. It differs qualitatively from Biology 1 with respect to the textbook, the number and kinds of topics covered, the emphasis on statistical calculations, and the nature of the laboratory work. Grades are based upon at-home and in-class work, quizzes, projects, laboratory exercises, and tests. Students matriculated as AP may take the AP exam in May, for which there is an additional expense. Students who successfully complete summer self-study and an August entrance evaluation may take AP Biology to satisfy the Biology course requirement.

Prerequisites: 87% or higher in most recent Honors science course OR a 93% or higher in College Prep science courses. All students must receive Department Approval to be enrolled in an AP/Honors course.

Open to Grade: 11,12

ENVIRONMENTAL SCIENCE HONORS/AP ENVIRONMENTAL SCIENCE *full year*

This course provides students with a learning experience equivalent to that of an introductory, half-year college course in environmental science. Students explore interactions of living systems with each other and their interactions with the environment through public policy and practice in conservation. Observations and measurements of a stream, statistical analysis of online databases, and the field trips deepen student understanding of human-environment relations. Grades are based upon at-home and in-class work, laboratory reports, and tests. Students matriculated as AP may take the AP exam in May, for which there is an additional expense.

Prerequisites: a grade of 87% or higher in most recent Honors science course and an 80% or higher in previous Honors math courses, OR a 93% or higher in College Prep science courses and a 90% or higher in College Prep math courses. All students must receive Department Approval to be enrolled in an AP/Honors course.

Open to Grade: 11,12

SCIENCE AND ENGINEERING

COMPARATIVE ANATOMY - CP/HONORS

Fall Semester

This anatomy course will aim to cover major human organ systems in detail. Units within the class will incorporate knowledge learned in previous science courses in an effort to explain how human systems operate. The laboratory component focuses on dissections of various organisms and comparisons of those organisms to human anatomy. Grading is based on successful completion of homework, lab work, projects, and in-class assessments.

Prerequisites: a grade of 87% or higher in most recent Honors science course and an 80% or higher in previous Honors math courses, OR a 93% or higher in College Prep science courses and a 90% or higher in College Prep math courses. All students must receive Department Approval to be enrolled in an AP/Honors course.

Open to Grades: 11,12

IMMUNOLOGY AND HUMAN DISEASE - CP/HONORS

Not offered 2022-2023

This course will provide an introduction to the human immune system. Special emphasis will be given to understanding the role of the nonspecific and specific mechanisms of our defenses against infectious diseases, the inflammatory response, the epidemiology of infectious diseases, current hypotheses about allergy and autoimmunity, and the principles of vaccine development. The laboratory component of this course will include an introduction to recombinant DNA techniques (DNA isolation, agarose gel electrophoresis, restriction enzyme digestion of DNA, ligation, transformation, Southern blotting and PCR) used in clinical immunology laboratories, as well as basic bacterial culture, and mathematical models for tracking disease outbreaks. Assessments include a detailed laboratory notebook, quizzes, tests, projects, and a research project for exhibit in the annual science and engineering exposition (SEE).

Prerequisites: a grade of 87% or higher in most recent Honors science course and an 80% or higher in previous Honors math courses, OR a 93% or higher in College Prep science courses and a 90% or higher in College Prep math courses. All students must receive Department Approval to be enrolled in an AP/Honors course.

Open to Grade: 11,12

HUMAN PHYSIOLOGY - CP/HONORS

Spring Semester

The study of physiology examines how interactions at the cellular level affect the overall function of a living thing. The Human Physiology course provides an introduction to the human organism with an emphasis on balance--the balance between structure and function, between tissues and organ, and between human systems and microbes - and the ways in which that balance can be disrupted through chemicals or disease. Laboratory activities focus on showing how our systems (digestive, endocrine, muscular, nervous, respiratory, etc) work together to maintain this balance. Assessments include a detailed laboratory notebook, quizzes, tests, projects, and a research project for exhibit in the annual science and engineering exposition (SEE).

Prerequisites: a grade of 87% or higher in most recent Honors science course and an 80% or higher in previous Honors math courses, OR a 93% or higher in College Prep science courses and a 90% or higher in College Prep math courses. All students must receive Department Approval to be enrolled in an AP/Honors course.

Open to Grade: 11,12

SCIENCE AND ENGINEERING

ADVANCED BOTANY - CP/HONORS

Not offered 2022-2023

Students enrolled in this course will be involved in an advanced study of Plant Biology. The class will start with a broad view of evolutionary relationships between plant groups and related organisms. We will move into the structure and function of plants as well as life-cycle specifics of each major plant group. Plant success will be discussed in relation to soil health, available resources, and plant response to various stimuli. We will also cover the biochemistry of Photosynthesis and Cellular Respiration. Over the course of the semester, students will design and run a plant-based experiment for presentation at the annual Science and Engineering Exposition (SEE). Grading is based on successful completion of homework, lab work, projects, and in-class assessments.

Prerequisites: a grade of 87% or higher in most recent Honors science course and an 80% or higher in previous Honors math courses, OR a 93% or higher in College Prep science courses and a 90% or higher in College Prep math courses. All students must receive Department Approval to be enrolled in an AP/Honors course.

Open to Grades: 11,12

NUTRITIONAL SCIENCE

Fall Semester

Nutritional Science focuses on the science behind what we eat. This class is based heavily on concepts from Life Sciences/Biology since we'll be exploring, among other things, how the human body functions, the biochemistry of macromolecules, and nutrition-related hormone response. Students can expect to be engaged in laboratory/project work involving food/food prep, though most food preparation will be completed at home. We will also explore several different contentious issues concerning sociocultural views related to Nutrition including fad diets, plant-based nutrition, and large-scale food production. Grading is based on successful completion of homework, lab work, projects, and in-class assessments.

Open to Grade: 11,12

INTRODUCTION TO OCEANOGRAPHY

Spring Semester

Introduction to Oceanography centers on the science of marine systems. Oceanography is an interdisciplinary science course, and, therefore, the class will cover aspects of physical, chemical, geological, and biological oceanography. Starting with earth dynamics, ocean circulation, and heat distribution of the earth, the class will aim to explain how the physical, chemical, and geologic nature of the oceans provide an ideal environment for marine life. We will examine several case studies especially as we plumb the depths of the Marine Biology section. Students should expect to deploy knowledge from Physics, Chemistry, and Biology (though these are not necessarily prerequisites) during the course of the class. Specific topics in class range from, but are not limited to: currents, tides, waves, plate tectonics, ocean chemistry, marine ecology, and climate change. Grading is based on successful completion of homework, lab work, projects, and in-class assessments.

Open to Grade: 11,12

WORLD LANGUAGES

The World Languages Department offers courses in French, Spanish, and Chinese, beginning in middle or upper school. After an introduction to all three languages in grade six, MFS students begin formal study of a chosen language in seventh grade and complete Level 1 in eighth grade. Students are required to complete a minimum course of study through Level 3 in the upper school. Depending on their background, students new to MFS in grade nine may enroll in Chinese 2, Accelerated French or French 2, Spanish 1/2, or Spanish 2 based on an assessment administered by the MFS language department. New students enrolling in grade ten or higher are placed according to the same procedure.

The World Languages Department uses “communicative” approaches to language acquisition. These approaches shift the emphasis away from verb conjugations and grammar, instead encouraging students to begin speaking the language as soon as possible—often from their first class meeting—in an immersion setting. Explicit grammar and written instruction come later in the process, as needed, when students have already achieved a solid foundation in speaking and listening. Students are exposed to authentic language through stories, native-speaker interviews, conversations, music, and videos. All world languages courses are taught in the target language.

World Languages courses distinguish between a College Preparatory track and an Honors track beginning at level three (Chinese 3, French 3, Spanish 3). To be considered for the Honors designation, students must demonstrate the following:

- Consistent use of the target language (Chinese/French/Spanish) in class;
- Avoidance of English (without permission);
- Playfulness and willingness to take risks in class;
- Personal responsibility, maturity, and independence;
- A year-end average of 91% or better in their college preparatory course;
- Their current WL teacher’s recommendation;
- Satisfactory completion of an Integrated Performance Assessment (IPA) or other language-specific placement assessment to be given in the Spring.

To stay at the Honors designation from year to year, students must maintain an average of 88% or better, and demonstrate:

- Consistent use of the target language (Chinese/French/Spanish) in class;
- Avoidance of English (without permission);
- Playfulness and willingness to take risks in WL class;
- Personal responsibility, maturity, and independence;
- Their current WL teacher’s recommendation;
- Satisfactory completion of an Integrated Performance Assessment (IPA) or other language-specific placement assessment to be given in the Spring.

In level 4 college preparatory and honors classes, foundational skills are reinforced within the context of speaking, listening, and writing. Students make regular use of cultural materials such as newspaper articles, reading projects, oral presentations, and audio and video presentations on various aspects of the francophone, Hispanic, or Chinese-speaking world. In level 4 honors courses and higher, outstanding scholars are eligible for induction into the World Language Honor Societies in the spring. For more information see World Language Honor Society Requirements.

WORLD LANGUAGES

In level 5, students have the option of taking courses at the College Preparatory, Honors, or Advanced Placement level. All students participate in challenging listening, oral, and written language exercises, and study authentic texts. AP courses are the equivalent of first-year college courses and students need strong foundational skills (i.e., strong grades in previous honors courses and a strong teacher recommendation). All students enrolled in these courses may take the AP exam in May, for which there is an additional expense.

COURSE DESCRIPTIONS

Students in all World Languages courses are evaluated on the basis of listening and oral proficiency, homework, quizzes, tests, and final summative assessments. Language acquisition is cumulative and skill-based, and therefore, students must achieve a C (73) average for the year to demonstrate that they are prepared to advance to the next College Preparatory track course. Students ending the year with a grade lower than a C- (72 or below) may either repeat the course the following school year (if the schedule permits) or complete a program of independent summer tutoring approved and supervised by department faculty. For more information see [World Languages Department Policy on Tutoring](#).

Each course description corresponds to a level-specific "Can-Do" statement based on the NCSSFL-ACTFL progress indicators for language learners. Progress is identified in the areas of interpersonal communication, presentational speaking, presentational writing, interpretive listening, and interpretive reading. The original NCSSFL-ACTFL publication can be found [here](#).

CHINESE

CHINESE 2

Chinese 2 is the intermediate (low to mid) level of the Chinese language sequence. Students will learn vocabulary and grammar points related to these topics: learning Chinese, school life, shopping, transportation, and weather. By the end of this course, students should be able to interpret topic-related and level-appropriate listening and written materials; students should also be able to make proper responses to complete a conversation or reply an email/letter; in addition, students will be expected to present a short description / personal opinion in both written and speaking form about each topic. In addition to language skills, students will explore Chinese culture on a regular basis.



WORLD LANGUAGES

CHINESE 3

Chinese 3 is the intermediate (mid to high) level of the Chinese language sequence. Students will learn vocabulary and grammar points related to these topics: transportation, weather, dining, asking directions, birthday party. By the end of this course, students should be able to interpret topic-related and level appropriate listening and written materials; students should also be able to make proper responses to complete a conversation or reply an email / letter; in addition, students will be expected to present a description / personal opinion in both written and speaking form about the topics. In addition to language skills, also because this class is aiming for the AP exam, students will explore Chinese culture on a regular basis in Chinese, like brief history, traditions, festivals, music, art and craft, calligraphy, food, etc. They're asked to master some vocab of culture-based topics. Class is taught completely in Mandarin and students are expected to communicate in Mandarin.

CHINESE 4

Chinese 4 is the advanced (low) level of the Chinese language sequence. The students of Level 4 H will learn Chinese language and culture through a series of dialogues and narratives, with culture notes, language use and grammar explanations, and exercises. There will be the following topics that they will learn in this school year: Seeing a doctor; Dating; Renting an apartment; Sports; Travel; At the airport. By the end of this course, students should be able to interpret topic-related and level appropriate listening and written materials; students should also be able to make proper responses to complete a conversation or reply an email / letter; In addition, students will be expected to present a short description / personal opinion in both written and speaking form about the topics. Besides language skills, students will explore Chinese culture on a regular basis.

CHINESE 5/AP CHINESE LANGUAGE & CULTURE

Chinese 5 / AP Chinese Language & Culture is the advanced (low to mid) level of the Chinese language sequence. The students of Level 5 will learn Chinese language and culture through a series of dialogues and narratives, with culture notes, language use and grammar explanations, and exercises. There will be the following topics that they will learn in this school year: Travel, at the airport, Chinese Festival, Changes in China, Life and Wellness. By the end of this course, students should be able to interpret topic-related and level appropriate listening and written materials; students should also be able to make proper responses to complete a conversation or reply an email / letter; In addition, students will be expected to present a short description / personal opinion in both written and speaking form about the topics. Besides language skills, students will explore Chinese culture on a regular basis.

Prerequisites: Students selected for AP typically maintain an average of 91% or better in 9th-11th grade and meet the above criteria for the Honors designation. Speaking, listening, and writing samples and departmental recommendations are also considered.

WORLD LANGUAGES

FRENCH

ACCELERATED FRENCH

This one-year Accelerated French immersion course is intended for three types of student profiles: 1.) new students entering MFS in the 9th grade having had little to no French experience, but would like to learn the language, 2.) students who after their 8th grade year would benefit from a review of French, 3.) juniors or seniors who would like to begin the study of a third language before graduation. Given that our other 1st year language courses are spread over the 7th and 8th grade years, the pacing of this course will be faster, yet accessible. Students in the class will have a range of previous experiences with French. After taking this class, successful students will be able to: communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language; handle short social interactions in everyday situations by asking and answering simple questions; present basic information on familiar topics; write short messages and notes on familiar topics related to everyday life; understand words, phrases, and simple sentences related to everyday life; and understand familiar words, phrases, and sentences within short and simple texts related to everyday life. Having completed French 1 and 2 in one year, students will then continue on to French 3.

FRENCH 2

French 2 is the intermediate (low to mid) level of the French language sequence. In this class you will interact in French with your classmates and teacher. You will practice your speaking, reading, writing and listening skills by participating in various class activities, sometimes in pairs or small groups and other times individually. We will explore and better understand Francophone cultures through thematic texts, news and music. You will expand your vocabulary and learn both formal and informal French. We will focus on grammatical accuracy and pronunciation.

FRENCH 3

French 3 is the intermediate (mid to high) level of the French language sequence. Students handle short social interactions in everyday situations by asking and answering simple questions using present, past, future and conditional tenses as well as the subjunctive mood. They make presentations about school, films, important Francophone individuals, and fine art using appropriate conjunctions and logical connectors. They write short scripts to narrate a past occurrence using a series of simple and complex sentences and give directions using the imperative mood. They recreate a French recipe and understand the conventions for dining in various Francophone countries. Finally, students write extended discourse about world challenges and hypothetical solutions using conditional clauses and logical connector words and can understand the main idea in short, simple messages, conversations, and presentations on familiar topics.

WORLD LANGUAGES

FRENCH 4

French 4 is the Advanced (low) level of the French language sequence. French 4 Language and Culture is designed for students who wish to continue their study of French at the advanced level while at the same time reinforcing grammatical structures and improving oral and written expression. Speaking, reading, listening, and writing activities will be enhanced. The course will introduce students to several major themes of the French AP Test: Personal and Public Identities; Contemporary Life; Science and Technology; Global Challenges; and Family and Community. All activities will be based on authentic French materials (articles, literary excerpts, podcasts, and videos). Course objectives are: to demonstrate strong communication skills in speaking and writing in the target language; to develop the ability to understand, interpret, and respond/elaborate on a greater variety of texts and audio materials produced by both native speakers of French and for a French-speaking audience; to expand their knowledge of contemporary French, French institutions and mores; to compare, discuss, analyze or evaluate different perspectives, beliefs, or social practices between their own community and the French-speaking world or communities.

FRENCH 5 / AP FRENCH LANGUAGE & CULTURE

French 5 / AP French Language & Culture is the advanced (low to mid) level of the French language sequence. In AP French, students review and refine those grammatical structures while learning new vocabulary to communicate in French on a variety of themes: Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. AP French emphasizes all required aspects of the language, as determined by College Board : interpersonal, interpretive, and presentational communication skills. French is used exclusively in the classroom by both teacher and students.

Prerequisites: Students selected for AP typically maintain an average of 91% or better in 9th-11th grade and meet the above criteria for the Honors designation. Speaking, listening, and writing samples and departmental recommendations are also considered.

SPANISH

SPANISH 1/2

Spanish 1/2 is the first half of a two-year sequence that allows 9th graders new to MFS to complete their world language requirement through level three by the end of 10th grade. It begins at the novice level of the Spanish language sequence. Designed for students with little or no experience in Spanish, this course gives a foundation in authentic oral expression, pronunciation, aural comprehension, reading comprehension and cultural awareness. Topics are introduced through the text as well as through materials in the target language. This course is a comprehensive approach to learning the fundamental skills and structures in Spanish. Students develop their vocabulary and language skills through communication in Spanish. Students also study various cultural aspects of Spanish-speaking countries through selected readings, videos, oral presentations, and projects.

WORLD LANGUAGES

SPANISH 2/3

Spanish 2/3 is the second half of a two-year sequence and it allows 10th graders who have successfully passed Spanish 1/2 to complete their world language requirement through level three by the end of 10th grade. It begins at the intermediate level of the Spanish sequence. Class is conducted entirely in Spanish. Participation and assignments are also completed exclusively in Spanish throughout the year. The students in Spanish 2/3 continue to augment their vocabulary with authentic topics. The course addresses culture in the Spanish-speaking world, especially as it relates to vocabulary and idiomatic expression. Students acquire more nuanced grammatical skills. At the conclusion of the academic year, the student should be able to use the indicative mood to express the future, conditional, past progressive, present perfect and past perfect tenses, the subjunctive mood to express the present, imperfect and compound tenses, as well as commands. Students who successfully complete Spanish 2/3 may continue with Spanish 4.

SPANISH 2

Spanish 2 is the intermediate (low to mid) level of the Spanish language sequence. The course emphasizes intermediate grammar usage (tense, word order, and agreement) and vocabulary through oral and written communication, focusing on speaking, listening, reading, and writing in Spanish. When appropriate, the course addresses culture in the Spanish-speaking world, especially as it relates to vocabulary and idiomatic expression. By the end of the year, the student should be able to communicate in Spanish on an intermediate level using the present, past (El pretérito y el imperfecto), present progressive and future tenses; indirect and direct object pronouns; affirmative and negative commands (formal and informal); and the present subjunctive mood.

SPANISH 3

Spanish 3 is the intermediate (mid to high) level of the Spanish sequence. Instruction is provided entirely in Spanish. Participation and assignments are also completed exclusively in Spanish throughout the year. The students in Spanish 3 continue to augment their vocabulary with precise topics. When appropriate, the course addresses culture in the Spanish-speaking world, especially as it relates to vocabulary and idiomatic expression. Students acquire more nuanced grammatical skills. At the conclusion of the academic year the student should be able to use the indicative mood to express the future, conditional, past progressive, present perfect and past perfect tenses, the subjunctive mood to express the present, imperfect and compound tenses, as well as commands.



WORLD LANGUAGES

SPANISH 4

Spanish 4 is the advanced (low) level of the Spanish language sequence. This course is taught completely in Spanish and all coursework, without exception, is to be done in Spanish. Spanish 4 is the superior level of the Spanish language sequence. In addition to a rigorous, holistic review of tenses and vocabulary, the course is an intensive study of subtleties of expression in Spanish, including idioms, registers of formality, and differences of denotation and connotation. It emphasizes mastery and refinement of speaking, listening, reading, and writing skills. Students are expected to develop and demonstrate a high level of cultural literacy. Students are exposed to the world of literature and current events in Spanish-speaking countries through authentic materials.

SPANISH 5 / AP SPANISH LANGUAGE & CULTURE

Spanish 5 / AP Spanish Language & Culture is the advanced (low to mid) level of the Spanish language sequence. In addition to a rigorous, holistic review of tenses and vocabulary, the course is an intensive study of subtleties of expression in Spanish, including idioms, registers of formality, and differences of denotation and connotation. Upon completion of this course, students should demonstrate a high level of cultural literacy. Students are exposed to the world of literature and current events in Spanish-speaking countries through authentic materials. The class is taught completely in Spanish and all coursework, without exception, is to be done in Spanish. This course is offered with the College Preparatory, Honors, or Advanced Placement designation. Consistent with the standards established by the College Board and the American Council on the Teaching of Foreign Languages, Students enrolled with the AP designation have a learning experience equivalent to that of a third-year college conversation and grammar course, and are assessed accordingly with an emphasis on near-native mastery and refinement of listening, speaking, reading, and writing skills. All students enrolled in the course may take the College Board Spanish Language & Culture Advanced Placement Test.

Prerequisites: Students selected for AP typically maintain an average of 91% or better in 9th-11th grade and meet the above criteria for the Honors designation. Speaking, listening, and writing samples and departmental recommendations are also considered.

