

# Olney Friends School Academic Course Guide 2008 - 2009

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## Table of Contents

About the Olney Friends School Curriculum .....	2
Academic Expectations .....	2
Academic Reports .....	2
Academic Probation Policy .....	3
Academic Honesty.....	3
Classroom and Study Hall Expectations .....	3
Books and Classroom Materials.....	4
Library Services and Policies .....	4
Computing Services.....	5
Computer Usage Policies .....	5
Standardized Testing .....	6
Academic Courses .....	7
Humanities .....	7
Mathematics and the Sciences .....	7
Foreign Language .....	7
Religion.....	7
Fine Arts .....	7
Practical Skills .....	8
ESL (English as a Second Language).....	8
Graduation Requirements .....	8
Core Academic Courses .....	8
Teaching Faculty .....	11

## About the Olney Friends School Curriculum

Our primary academic goals at Olney Friends School are for students to be well prepared to succeed in college; for students, in partnership with their teachers, to develop a love of learning through a balance of individual and collaborative work; and for students to develop the skills of clear thinking, reading, speaking, and writing in a broad range of relevant subject areas.

While we endeavor to give each student a clear sense of the major disciplines through the study of mathematics, science, literature and history we also attempt to build bridges across those disciplines. In doing so, we enhance the potential for inquiry and greater understanding of the connections that exist in the world outside of school. For example, in the integrated curriculum of our humanities program, which spans all grades, history is taught using literary texts and literary theory from a historical context. In science courses, mathematical illustrations will parallel what is being taught in the same grade-level math courses. In Environmental Science, students learn about the sociological as well as the biochemical impact of coal mining in the region around us. A Spanish teacher at Olney is likely to use a variety of materials—literary, journalistic, musical, political and historical—to help strengthen students’ language abilities and cultural awareness. The end result of these approaches is that students leaving Olney Friends School find themselves well prepared for the academic challenges of college. International students are supported with English language classes that support the work they do in their other courses.

The Olney Friends School classroom is a collaborative space rather than a competitive one. While students are evaluated primarily on their own work and asked to do significant work on their own, students are given ample opportunity to learn how to work in a collaborative manner. Examples of collaborative assignments from recent courses include conceptual design of an “ideal” school, composition of a ballad about the Civil War, student presentations on global climate change, and group problem solving in AP Physics classes. At Olney, we value learning as a social endeavor.

Learning how to convey information effectively, whether in written or spoken form, is a critical part of the education of students at Olney Friends School. Regular group presentations or class work in front of some or all of the school community help students gain confidence in public speaking and reinforce concepts they have learned. Because of the small size of the school, every student is given the opportunity to perform or be the spokesperson. The writing curriculum at Olney Friends School is developmentally sequenced and designed around the *Writer’s Inc.* handbook, a writing text that is based on the six-trait writing model. Students start in the first two years refining the basics of grammar, mechanics, outlining and organization. The process of communicating via the written word is refined through all course work and culminates in the senior year with the completion of a major 20-page research paper, fondly referred to as the “Graddy Essay.”

## Academic Expectations

In order that course time ensures academic success, students are expected to attend class, arrive on time, participate in discussions, complete assignments promptly, scrupulously avoid plagiarism, respect their teachers, and respect other students, their ideas and their learning processes. Students and teachers will often come to consensus at the beginning of a course, setting ground rules for classroom protocol. It is expected that Olney Friends School students desire to learn and will demand of each other a safe and respectful environment that is conducive to the free exchange of ideas and intellectual pursuit. Students call their teachers as well as other staff members by first names at Olney Friends School, mirroring the adult world, and honoring the Quaker belief that there is that of God in everyone. This reflects our belief that adolescents, when treated with respect, will not only respect teachers and other adults but feel challenged to carry themselves as young adults inside the classroom as well as out.

## Academic Reports

Grades are reported four times each year; grades and explanatory comments from teachers are shared with students and sent to parents. At the midterm of every quarter, each teacher meets with students to discuss the student's progress. Midterm progress reports are e-mailed to parents or guardians whose student is receiving a grade lower than a C or when teachers have other concerns. While teachers may award a student an A+ for work that exceeds that required of students awarded an A, on transcripts A+ is not assigned a higher value than an A (4.0). Grades are awarded as follows:

Grades are recorded and reported as follows:

100-93 = A	76- 73 = C
92-90 = A-	72 – 70 = C-
89-87 = B+	69 – 67 = D+
86-83 = B	66- 63 = D
82-80 = B-	62 – 60 = D-
79-77 = C+	less than or equal to 59 = F

## Academic Probation Policy

At Olney Friends School we place a high value on academic work and success. When a student is struggling, teachers make every attempt to support improvement. Students with low end-of-quarter grades will be put on probation and need to show that they are putting in effort to improve their grades in subsequent quarters to remain a student in good standing. Evening and weekend structured study halls are required for students on probation (see Study Halls below). For ninth and tenth grade students, a quarterly grade report with more than two grades below a C-, or one F will cause the student to be placed on academic probation. For eleventh and twelfth grade students, a quarterly grade report with more than one grade below a C- or one F will cause the student to be placed on academic probation. NOTE: At Olney Friends School integrated humanities classes count as two grades.

The enrollment status of students who have been on academic probation twice in any four quarter period, including two quarters out of four consecutive quarters over two academic years, will be reviewed by academic and administrative staff. The reviewers will determine whether dismissal or forfeiture of invitation to return to Olney Friends School is warranted. The Head of School will make all final decisions regarding academic dismissals.

## Academic Honesty

Integrity, truth-telling and honesty are regarded as cornerstones of the Olney Friends School community. When a student is found to be engaged in dishonest academic behavior -- plagiarism, cheating on tests, or handing in work done by others-- this can be a teachable moment. Depending on the severity, dishonest behavior in the classroom will be met with an academic consequence and possibly a disciplinary response as well. Initial instances will be treated as 'teachable moments,' clarifying for students what behavior cannot be tolerated. Cheating on tests, copying others' homework, submitting the same work for more than one assignment, providing false information, working with others when the expectation is that the student will work alone, and hoarding information or materials are behaviors that will result in an academic honesty violation.

Plagiarism is defined by Olney Friends School as both an uncited word-for-word borrowing of another author's ideas, and the reproduction of another author's ideas without an accompanying citation. Such use of another's work is unacceptable at Olney Friends School and in the wider academic world. Olney Friends School faculty view plagiarism as an instructional issue first, and a disciplinary issue second; teachers understand that paraphrasing and documenting sources is a learned skill. At the beginning of the year, plagiarism and the rules of citing others' work are discussed in each of the Humanities courses and the policy for instances of plagiarism are clearly stated. First instances of plagiarism, cheating or handing in work done by others, both copying and helping others to copy or cheat, will result in a maximum 55% for the incident. First instances are reported to the student advisor and Dean of Faculty. Second instances result in a zero for the assignment; subsequent instances result in an academic disciplinary session with the student, the student's advisor and the Dean of Faculty. A student who has been previously disciplined for academic dishonesty and is found to continue with such behaviors risks suspension or dismissal. Furthermore, "helping" others does not include doing their work; inappropriate "help" will also result in sanction. In all classes, teachers reserve the right to ask for an electronic version of assignments turned in. These electronic versions may be screened by an online plagiarism screening service. Students should make a habit of keeping electronic versions of all papers and assignments in a secure folder until the end of the grading period in all courses.

## Classroom and Study Hall Expectations

Respectful classroom demeanor among teachers and learners is valued greatly at Olney Friends School. Promptness is expected at all required events, classes and study halls. Students are asked to come to class and study hall and settle before the final bell. In addition, students need to come to class prepared to learn, bringing the required writing implements, books, assignments and assignment books. During classes, it is essential that the environment be conducive to learning. Students are expected to respect the classroom ground rules and to behave in a manner that is respectful of the teacher and the other learners in the class.

Academics at Olney Friends School hold an esteemed place in our day-to-day priorities. Teachers and students alike cherish learning opportunities and do their best to guard against unnecessary interruptions of classroom and study time. Disruptive

classroom behavior is simply unacceptable. In cases of classroom disruptions, a teacher may send a student to the Dean of Faculty, Dean of Students or Head of School for discussion of the problem and measures to address it. A disciplinary response may be warranted if deemed appropriate. A student who is chronically disruptive in classes may face suspension or even expulsion if it is felt that the student's behavior poses a significant ongoing barrier to learning.

All students have at least one study hall during each weekday, as well as on Monday, Wednesday, Thursday and Sunday evenings. A student's evening study hall status is reevaluated each week and is determined by number of incomplete assignments. First semester ninth graders and students with more than two incomplete assignments are required to attend structured study evening halls, held upstairs in the Main Building. There is always a math instructor available each evening. Faculty provide supervision and are available to help students with homework. Students who are successfully completing homework may choose to study in an unstructured environment. All students must indicate where they will be studying each evening. A student's daytime study hall is determined by quarterly grades (including midterm reports). Ninth grade students start out in a daily structured study hall. After the first quarter, ninth and tenth grade students whose grades are all above C+ do not have structured daytime study hall. Juniors and seniors may have no more than one grade below a B- in order to remain out of structured daytime study hall. Daytime study halls are reassigned at the beginning of each new quarter, or may be required if midterm scores indicate that a student is struggling in more than one class. Parents or advisors may request that students be placed in structured evening or daytime study hall.

Olney Friends School students benefit from a small student teacher ratio and opportunities for academic support during our evening and day time scheduled study hall blocks. In addition teachers are available to answer questions during their free time during the academic day. Students and teachers can often be found discussing assignments or questions in the hallway, at meals or sitting outside on the lawn. Specific tutoring needs beyond this may be accommodated, if staff is available, at a per block fee. While families have rarely had to employ tutors from off campus, this is an option as well.

Students in unstructured study hall must be in the Main Building, the dorm, or on "top campus" and studying. During study hall hours, daytime and evening, doors in the Main Building as well as residence halls must remain open unless permission is given by an on-duty staff member.

During day-time structured study hall students must

- stay in the assigned study hall room (except with written permission),
- work without talking or listening to music (see headphone policy in the [Community Life Handbook](#)),
- ask the faculty monitor for help, or for any other needs.

To a great extent, student behavior determines how much freedom is given to structured study hall students in evening study hall. Study hall assignments and rules will be posted at the beginning of each quarter. The study hall assignments are subject to change during the course of the year as needed. Students who are unable to comply with study hall rules, will face disciplinary consequences and may find themselves placed in isolated study spaces if they cannot improve in behavior.

## Books and Classroom Materials

It is important that students respect classroom materials just the way that we ask students to respect and take responsibility for the school's buildings and grounds. Where teachers assign textbooks, students will be given a book to use for the duration of the class. Students are not charged for use of the school's textbooks as long as the books are returned in good condition. Students will be billed for textbooks at the end of the quarter if the bindings have been obviously abused or are no longer attached or if books are not returned. We encourage students to treat their textbooks gently and never to use them as folders for carrying papers, notebooks and pens so that future Olney students will also be able to enjoy the same privileges of use.

Teachers, particularly humanities teachers, will often assign readings in paperback books. Those books are sometimes charged to student accounts. Please encourage your child to make sure to write his or her name in every book he or she must purchase and to keep track of his or her things.

## Library Services and Policies

The library responds to the curricular and co-curricular information needs of the community. In addition to the 12,000 volume collection, which is continually updated, there are a growing number of non-print media such as videos, DVDs, Books-on-CD, and microfiche. Our brick-and-mortar location is at the center of the Main Building. Also, library resources and services are increasingly available from anywhere on the World Wide Web at <http://www.olneyfriends.org/launchpad.html>.

Olney Friends School is a member of INFOhio, the information network for Ohio schools. This membership provides the Olney community access to 15 online databases and full-text articles from over 6,000 periodicals, supplementing our subscriptions to 65 magazines and six newspapers.

Cozy spaces for study, reading, and group work are available to students in unstructured study hall. On-site technologies include six desktop computers that connect to the Internet, wireless and hard-wired network access for student laptops. The black-and-white photocopier may be used without charge. The resident professional librarian provides library orientation, information literacy instruction, and reference assistance in addition to managing library operations. Respect for community needs fosters a balance of quiet, consultation, and conversation in the library. The "Computing Services Acceptable Use Policy and Agreement" applies to use of library technologies.

The library provides self check-out, and books may circulate for three weeks with an option to renew. If books are not returned by the end of term, a \$5.00 fine will be charged to the borrower. Lost books are charged at the current market rate plus \$5.00 handling.

Olney community members are also eligible for a local public library card. Using the local public library catalog allows the students access to materials of all formats; books, videos, DVDs, sound recordings, etc., from over 150 Ohio Public Libraries. These borrowing privileges extend to inter-library loan through OhioLINK, a consortium of the libraries of 85 Ohio colleges and universities and the State Library of Ohio. Some nominal charges may apply.

## Computing Services

Computing Services refers to all information technology at Olney Friends School. This includes all computers, local area network (LAN) resources, Internet connectivity, projectors, printers, scanners, and other peripheral devices connected to these.

Every Olney Friends School student is given a computer account and Olney email address. The primary purpose of the network is to facilitate the process of teaching and learning. Students are responsible for reading email sent to their Olney accounts, even if they choose to use another email account. We recommend that students who wish to continue using a non-Olney account as their primary email address have their Olney email forwarded to their primary account. This way they will receive all official email sent by the school or by teachers in a timely fashion. Students will need to use their Olney accounts in order to access information on our academic computing software, Renweb.

While students are frequently encouraged to use computer resources for academic purposes, the school maintains the outlook that technology should not be used to supplant face-to-face social interactions. Thus, our policies regarding usage reflect our desire to give students the technological tools they need for academic success while at the same time not allowing students to be easily drawn into unhealthy computer usage habits.

The school maintains two computer labs where students may work during study halls and free time (students in daytime structured study hall must have permission from a teacher to use the labs during daytime study halls). Student usage of computers during academic hours is limited to academic usage. Use of computers for email, non-academic internet browsing, watching movies and computer games during academic hours is not allowed. During academic hours, all laptop and desktop computer screens must face the doorway of the room in which they are being used. Daytime academic hours are Monday through Friday from 8:00 am through block 4 and from the beginning of 6<sup>th</sup> block through 9<sup>th</sup> block, unless a student has 9<sup>th</sup> block free. Evening academic hours are from 7:00 pm to 9:00 pm Sunday through Thursday. During study halls, computer usage in the computer classroom is monitored by staff electronically. Students should be aware that monitors have the ability to remotely view what is on a student's screen. During Tuesday night interest groups students are not allowed to do personal computing. Each dorm has its own policies regarding use of laptops and computers for movie viewing in dorm rooms. There is no internet access available in the dorms.

## Computer Usage Policies

Deliberate attempts to disrupt the school's network or any other network or system on the Internet by sabotage are considered criminal activity under state and federal law. The use of computing services to engage in any activity which violates local, state, or federal law is prohibited. Usage which damages or removes hardware or software may result in charges to your account or legal action. While the staff do respect students' needs for privacy, staff will not hesitate to request that a student show what they are doing or that they stop any computer activities that do not comply with the school's computer usage

policies.

Downloading and installing software on to OFS computers is not permitted. Illegal downloading is not permitted via the use of the Olney Friends School network. Illegal downloading is theft of intellectual and artistic property and will result in loss of network privileges. Legally downloading materials for which payment has been (music, videos) via the OFS network is not a right but a privilege. Downloading activities that slow down the network may be restricted to low-use times. During academic hours, all student screens will face the access point for the room.

Students may not print or display on screens sexually explicit (obscene/pornographic) materials. The use of profanity, racial slurs or obscenities is not permitted on Olney Friends School computers. Written personal attacks on and threats toward individuals are also prohibited, regardless of whether they are published on a public or personal web space or are exchanged in a public or private communication. Students should be cautious with their internet activities owing to the widespread dissemination of personal information via the internet and to security concerns. Living in community requires that we live civilly with one another both online as well as off.

The internet is not an appropriate forum for our community members to air their grievances against Olney Friends School and/or its community members. Students who have concerns or grievances are asked to raise those concerns directly with the administration or with the parties involved. A student who chooses an online forum to broadcast a grievance could face a disciplinary response depending on the content of the student's published message.

Olney Friends School has the right to search the files of student and school computers if there is a reasonable suspicion of misuse of computing privileges. As stated above, during study times, regular computer monitoring is done electronically in the computer classroom. During other times staff members are authorized to view computer screens and to question a student about his or her computer activities. Students who refuse to show what they are doing on a computer may be subject to restricted computer usage.

In addition, users may not: attempt to access another person's account or files, misrepresent oneself as another person in electronic communications, use the internet to plagiarize, send unsolicited mass email messages or spam. Students and parents must sign and date the Technology Acceptable Use Policy.

## Standardized Testing

Olney Friends School provides students with preparation and access to standardized testing. In the tenth grade year, students take the **Preliminary Scholastic Aptitude Test (PSAT)** to prepare them for re-taking that test in the eleventh grade year. In the fall of the eleventh grade, PSAT scores are entered in to the National Merit Scholarship Competition, and are the basis for students receiving information from colleges. PSAT scores are used at Olney Friends School to refine the college counseling process in the junior year. **Scholastic Aptitude Tests (SATs)** are taken in the spring of the junior year and the fall and winter (optional) of the senior year. Based on the spring SAT scores, students refine their college lists and decide how to target summer study for SATs in the senior year. Students are welcome to take ACTs and additional SATs on their own initiative.

All students who graduate from an Ohio high school are required to take the **Ohio Graduation Tests (OGTs)**. The OGTs are five subject area tests administered in the spring of the tenth grade. Students who enter an Ohio high school after the tenth grade are offered the opportunity to take the tests in the fall. After the initial testing, students may re-take any of the subject area tests offered twice a year until all five are passed. Newly accepted international students in the 11<sup>th</sup> and 12<sup>th</sup> grades must participate in interventions in the subjects of science and social studies. There are accommodations for international students with limited English proficiency.

Students who have not passed any test prior to the fall administration of their junior year must participate in an intervention program(s) for each of the subjects not yet passed. Such intervention programs may take place during the weekend (eg. weekend workshops) and/or whenever the student's schedule permits (eg. daytime study hall or five-day intensives). Students who have not passed any test prior to the fall administration of their senior year will be asked to study for the tests over the summer.

Proficiency in each area is awarded with a score of 400. Students with scores in the 330-360 range should be given consideration for evaluation of learning differences. Test failures in certain combinations can indicate a learning difference. Failure in a combination of science and math, or reading and science and/or social studies are cause for concern. Students demonstrating failure in the above combinations must be evaluated for learning differences over the summer between the eleventh and twelfth grade years. Students with diagnosed learning differences can be provided with accommodation(s) for

taking / passage of the OGTs.

The **Test of English as Foreign Language (TOEFL)** is offered to students in December of the senior year. Students are welcome to take additional TOEFLs on their own initiative. TOEFL preparation courses are offered in the first and second quarter to international students.

## **Academic Courses**

### **Humanities**

Our humanities curriculum was designed with the recognition that literature and history complement each other to create deeper understandings of both disciplines. A study of history complements literature and gives richness to symbolism and style. Literature provides a human face to history that, without literary narrative, can seem remote to our students. Humanities also provides a space for skills instruction. Language and vocabulary are taught at each grade level. Library instruction, research skills lessons, and presentation and speech practice all happen during humanities. Students write expository, narrative, and creative pieces. Each year students produce longer research papers culminating in the senior graduation essay, a long research paper written during the students' last term and presented to the faculty.

### **Mathematics and the Sciences**

We have completed our two-year transition to a new science sequence. All Olney students are required to take three years of science and all students are encouraged to take a fourth year as well. NOTE: It may not be possible or logical for all transfer students to follow the prescribed sequence, in which case, students may petition to take courses out of sequence. The sequence described below is designed to make the best use of students' developmental as well as mathematical strengths and to help students acquire a true love of scientific inquiry and the natural world in which we live.

The sequence of required science courses:

- Biology – ninth grade;
- Conceptual Physics – tenth grade;
- Chemistry – eleventh grade.

Seniors and those who have met Olney's core science requirements may elect to take

- Environmental Science OR
- AP Physics OR
- Psychology (one-half year)

The mathematics sequence is Algebra I, Geometry, Algebra II, Precalculus, AP Calculus. Math and science courses are sequenced in such a way as to make the series complement each other.

### **Foreign Language**

As a small school, we have focused our resources on teaching one language, Spanish, and teaching it well. The Spanish program focuses on culture as well as the language. As almost all students take Spanish, there are many opportunities for students to practice speaking and understanding the language. Language classes have a hands-on approach in which students use their language skills to produce projects, performances, and publications. Courses are offered from the introductory level, Spanish I, through Spanish V. Because of small class sizes at the upper levels, and because of the more flexible nature of language instruction, Spanish IV and V are often combined. All students in Spanish V receive preparation required for the AP exam and may choose to take the AP test at the close of the year.

### **Religion**

Our spiritual curriculum is based on deepening our understanding of ourselves, of others, and of God, however we may understand God. We draw on Quaker principles of love, truthfulness, integrity, and nonviolence to shape our explorations. Typical course offerings in religion include Quakerism, Old and New Testaments, World Religions, as well as some more personalized instructor-designed courses that are intended to help adolescents discover their spiritual selves. Students in these classes explore the history and meaning of religious life and connect with their own spiritual experience.

### **Fine Arts**

All students are encouraged to explore their creative side at Olney Friends School. We hold the belief that everyone is an artist and has something to share with the world. Student artwork is displayed throughout the school. We provide space,

materials, and instruction to allow students to express themselves in an environment that is supportive and noncompetitive.

While courses in the fine arts do vary from year to year depending on staff and student interests, visual arts courses usually include ceramics, photography, drawing, and painting. In addition woodcarving and wood turning are often offered as a course by a local master woodcarver as a practical skills elective. Music courses in beginning piano, guitar, chorus and instrumental ensemble are regularly offered as well.

### ***Practical Skills***

Using our farm, campus, and surrounding natural areas as laboratory, we teach students about life in our world. We offer courses that change the way students perceive the physical world and their role in it. From pitching tents to making yogurt, we believe in the importance of real skills. Imparting both outdoor and life skills, our practical skills curriculum offers courses in farm culture, food literacy, nature studies, all suffused by an approach to life that embodies simplicity. Recent courses include Organic Gardening, Using Nature, Simplicity, Cooking for College, and Food & Farm.

### ***ESL (English as a Second Language)***

Although international students are presumed to have significant skill in the English language when they arrive, most non-native speaking students will find it beneficial to take an ESL course for at least two quarters in their first two years at Olney Friends School. Additional ESL courses, including TOEFL test prep are offered as part of the ESL curriculum. Students requiring more ESL support than the courses offered will be assessed for tutoring needs. Students needing individual ESL tutoring will be charged a tutoring rate for that help.

## **Graduation Requirements**

Students need 22 credits to graduate. Our academic year is divided into four quarters. In general, yearlong academic courses are worth one credit and one-quarter courses are worth .25 credit.

Core courses (required credits by subject-area)

8.00 in humanities (combined English and history)

3.00 in mathematics (three courses at the algebra I or higher level)

3.00 in lab science (at least Conceptual Physics, Chemistry, Biology)

2.00 in Spanish (same language—is waived for international students whose first language is not English)

0.50 in health

0.75 in religion (three .25 credit courses)

1.00 in fine arts (four .25 credit courses)

0.25 in practical skills (one .25 credit course)

1.00 in physical education (one year counts .25 credit)

Additional courses (elective credits)

2.50 from a range of course options beyond the core courses, for example advanced science or math, third-year Spanish, additional arts, music, religion or practical skills classes, or other academic electives.

### ***Additional Graduation Requirements***

- Completion of the graduation essay, a major reflective research paper in the senior year
- Acceptance by at least one four-year college
- Successful completion of the Ohio Graduation Tests

### ***Core Academic Courses***

**Humanities 9** Humanities Nine: Survival. Humanities 9 will parallel the first-year life sciences course in many of its key themes. The two courses will focus on different aspects of related topics. In Humanities we will study World War I, the Great Depression, and World War II, through fiction, nonfiction, and poetry, with our minds turned to two major questions. How do humans survive? How should I live my life?

**Humanities 10** The American Experience: Students look at literature and history of the uniquely American experience from pre-Columbian peoples through modern America.

**Humanities 11** Ancient Peoples and Places: Delves into the structures and histories of ancient societies through a historical and literary framework.

**Humanities 12** “The Modern World: Literature and History of Globalization from 1500 A.D.

to the present” As part of the course, all seniors write a twenty-page research paper required for graduation.

**Algebra I:** Students learn basic concepts in algebra in preparation for other higher mathematics.

**Geometry:** Develops students' deductive reasoning skills through the study of spatial relationships.

**Algebra II:** Increases the students' level of sophistication in topics covered in Algebra I. The mathematical concepts covered include factoring, graphing, word problems, systems of equations, beginning trigonometry and multiple simplification techniques.

**Pre-Calculus:** Students study functions, inequalities, graphing nonlinear equations, matrices, logarithms and trigonometry in preparation for calculus.

**AP Calculus AB:** Students study graphing, limits, derivatives and integrals and take the AP exam at the end of the year.

**Biology:** Ninth grade biology includes four main units of study--the structure and function of cells, genetics, evolution, and ecology. Knowledge gained in the classroom will be enriched with lab activities. Whenever possible we will take advantage of Olney's excellent outdoor resources--the farm, the garden, the lake, the streams, and Plummer Woods. Themes raised in this course will parallel many of those that you will be exploring from other angles in Humanities 9. Biology will be scheduled in conjunction with Humanities 9 to facilitate curriculum coordination between these classes and to allow for a large block of time for interdisciplinary class projects.

**Conceptual Physics:** Students apply the concepts of physics to explain phenomena observed in their everyday world. The class provides a conceptual framework for later quantitative work in physics.

**Chemistry:** Chemistry explores the nature of matter at the level of the atom and the chemical bond. Exploration of the periodic table forms the basis of the first semester of study, and allows students to predict the behavior of atoms as they form chemical bonds. In the second semester, mathematical chemistry allows students to understand the outcomes of chemical reactions.

**Environmental Science (elective):** Students learn of the interplay among the sciences, economics, politics and ethics--both in the field and in the classroom--as they experience the complexity of environmental issues. This is an elective science course designed for juniors and seniors. Biology is a pre-requisite.

**AP Physics C (elective):** Focuses on Newton's laws of motion using calculus techniques to model the observed behavior of the natural world. Students prepare for and take the “AP Physics C: Mechanics” exam at the end of the year. Students must have taken pre-calculus and be enrolled in or have already completed a course in calculus in order to take this course.

**Psychology (elective):** Human behavior is complex. Behavior is the interactions of biological, psychological, and social cultural forces. The mission of psychology is to provide students with the ability to better understand the why's of our behaviors in the context of personality, development, intelligence, creativity, motivation, emotions, disorders, and therapy. In this course, a theoretical framework is developed to understand human behavior.

**Spanish I:** Introduces the Spanish language and culture of Latin America. Classes focus on language acquisition and use.

**Spanish II:** Students' understanding of language and culture is deepened as students begin to write personal essays and read Spanish literature.

**Spanish III (elective):** Students will be expected to use their knowledge gained through studying topics such as past tenses, present subjunctive, and perfect tenses to perform a major oral project and write a one page personal essay in Spanish. Using knowledge of grammar, syntax, and semantics of the Spanish language students will begin to study aspects of Latin America, South America, and Spain such as culture and politics. This course will prepare students to advance to Spanish IV/V and/or college level Spanish courses.

**AP Spanish/Spanish IV/V (elective):** : This course will advance students' knowledge of Spanish through presentations, written papers, theater plays, forums, and debates. Students will gain a moderate understanding of Latin American culture by studying a specific topic and country. Students are expected to read and discuss full length texts in Spanish written for native speakers as well as write a 2-3 page essay in response to an assigned topic. This course will prepare students to successfully take the AP Spanish language exam and/or college level Spanish courses.

<b>Course Offerings 2008-2009</b>					
<b>Subject</b>	<b># Credits required</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Humanities	8	Humanities 9 <i>Survival</i>	Humanities 10 <i>The American Experience</i>	Humanities 11 <i>Ancient Peoples and Places</i>	Humanities 12 <i>The Modern World</i>
Math	3	Algebra I or Geometry or	Geometry or Algebra II or Pre Calculus	Algebra II or Pre Calculus or Calculus	Pre Calculus or Calculus
Science	3	Biology	Conceptual Physics	Chemistry or Environmental Science	AP Physics C Environmental Science Psychology
Spanish	2	Spanish I or Spanish II or Spanish III	Spanish I or Spanish II or Spanish III or Spanish IV/V	Spanish II or Spanish III or Spanish IV/V	Spanish II or Spanish III or Spanish IV/V
ESL	0.50	ESL courses are offered in the first and second quarter, with focus on support of instruction in the humanities curriculum. TOEFL preparation is offered for seniors in the second quarter. ESL courses are offered based on student need and proficiency. ESL students may be required to take ESL courses in order to gain needed proficiency.			
Religion	0.75	Quakerism, The Old Testament/Hebrew Bible, Religion and Film, Gods and Trees, World Religions, Simplicity (each quarter course is worth .25 credit)			
Health	0.5	Incoming ninth and tenth graders take health for 2 quarters. Health class for eleventh and twelfth grade students who need to fulfill this state requirement is offered as needed.			
Art	1	Photography, Painting, Drawing, Guitar, Piano, Vocal Ensemble, Ceramics (each quarter course is worth 0.25 credit)			
Practical Skills	.25	Garden Harvest: Food Processing and Preservation; Spring Gardening; Woodworking; Practical Finance (each quarter course is worth .25 credit)			
Academic Electives	As Needed	AP Lit and Composition, Creative Writing, Psychology, Writing through Grammar			
Physical Education	1 credit	PE Options include soccer, field hockey, folk dancing, basketball, softball, volleyball, ultimate frisbee, running, biking, yoga and fitness training. (Students must take physical education or participate in a varsity sport all 4 years; 1 year is .25 credit.)			

## Teaching Faculty

Jessica Bilecki, Gardening

BS, Environmental Science, Towson University

Akiko Brownstein, ESL

MS, Teaching English to Speakers of Other Languages, State University of New York, University at Albany

BA, Linguistics and English – Writing, State University of New York, University at Albany

Micah Brownstein, Dean of Students, Psychology

MA, Counseling Psychology, Pace University

BA, Sociology, Ohio Wesleyan University

Nick Capell, Humanities

MA, Literature, University of Illinois – Urbana Champaign

BA, BFA English, Dance, Ohio University

Abigail Chew, Humanities, Humanities & Curriculum Coordinator

MFA, English – Creative Writing, University of Iowa Writers' Workshop

BA, English, DePauw University

Greta Stewart, Librarian

MLIS, University of Wisconsin – Milwaukee

BA, Communication Management, University of Dayton

Leonard D. Guindon (OFS '70), Science and Math

BS, Agriculture, Wilmington College

Matthew Jensen, Humanities, Math

BA, Philosophy, College of Wooster

Ben Irie, Music, Boys' Dorm Head

BA, Music, Kenyon College

Molly S. Murray, Spanish, Humanities

BA, Spanish, Kenyon College

Mary Ellen Newport, PhD, Assistant Head of School, Dean of Faculty, Math and Science Department Chair

PhD, Evolution and Ecology Bowling Green State University

MA, Zoology, Miami University

BS, Biology, Mount Union College

Promise Partner, Humanities, Religion, ESL, Girls' Dorm Staff

BA, Religion, Bryn Mawr College

CELTA, University of Cambridge

Matthew Perry, Mathematics and Science, Boys' Dorm Staff

BS, Biology, Dickinson College

TESOL Certification, TEFL International

Victor G. Peacock (emeritus), Woodworking

Continued on next page.

Ela Robertson, Director of Admissions  
MA, Arts Interdisciplinary, San Francisco State University  
MA, Education, Stanford University  
BA, Secondary Education, Antioch College

Brianna Robinson, Spanish Language, Girls' Dorm Staff  
BA, Spanish, Guilford College

Jenna R. Scheub, Math and Science, Girls Dorm Staff  
BS, Biology, Northland College

Richard F. Sidwell (OFS '63), Head of School  
BA, History and Education, Wilmington College

David R. Stanley (OFS '68), Fine Arts  
MA, History/Art, Marietta College  
BA, Art, Wilmington College