



2020-2022

ELECTIVES COURSE CATALOG



*“Success in School
Success in Life”
www.millsprings.org*



MILL SPRINGS ACADEMY LEARNER PROFILE

MISSION

Mill Springs Academy is a values-based educational community dedicated to the academic, physical and social growth of those students who have not realized their full potential in traditional classroom settings.

"If a student can't learn the way we teach, we should teach the way a student can learn." Tweetie Moore, Founder

CORE VALUES

- **Courteous**
We value relationships that are based on attentive communication. We expect all members of the community to practice open, honest communication and to do so in a mannerly and supportive way.
- **Considerate**
We value relationships that are based on showing others respect and dignity. We want all students, teachers and parents to be aware of and considerate of one another's differences. Through words, actions and expectations, the community acknowledges and accepts all members.
- **Cooperative**
We value a community that is collaborative and responsive to the needs of its members and of the larger world. The collective group of students, teachers and parents respond/react to individuals and groups with a shared interest in determining the best course of action to meet academic, social, emotional, and/or physical needs.

LEARNER PROFILE

Mill Springs Academy learners strive to be:

- Complex and creative ***thinkers***, who explore their own curiosity and use creativity in all forms of expression. Thinkers who can listen, reason, reflect, make decisions, innovate, and solve problems, and can organize, support and defend their solutions.
- Independent, self-directed ***learners***, who can advocate for themselves, set and prioritize goals, monitor and evaluate progress, use information resources and emerging technologies, and adapt to change by developing strategies to deal with the unexpected.
- Effective and creative ***communicators*** who use a variety of skills and methods to express concepts and ideas.
- Informed and responsible ***citizens*** who can contribute to their community, their country and their world.
- ***Collaborative*** workers who can demonstrate cooperation and leadership within groups to accomplish a common goal.
- Quality ***producers*** whose work reflects high standards, originality and unique abilities.
- ***Community members*** who are responsible, positive and productive participants in their communities. Our Community Structure exists to help our students discover their strengths and challenges, support academic achievement, and promote independence, personal responsibility and community involvement.

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GENERAL INFORMATION

Mill Springs Academy's curriculum is challenging with emphasis on the courses required for success. The curriculum is innovative and utilizes a variety of approaches for presenting material and information. Mill Springs operates on a semester system with most elective courses being one semester in length. Please note in the course descriptions which courses are semester long and which are yearlong. Electives are listed by disciplines and then by school. Please note if the course has a prerequisite or special circumstance for admittance.

Not all elective courses are taught each year. Each course is subject to interest and scheduling constraints.

REQUIREMENTS BY SCHOOL

LOWER SCHOOL GRADES 1-6

LOWER DIVISION (Grades 1 – 4):

The Lower School class schedule (created by the Principal), includes Musical Theater, Lower School Art, P.E. and Mindfulness with Yoga.

MIDDLE DIVISION (Grades 5 – 6):

The Middle School class schedule (created by the Principal, but with student input), includes Middle School Junior Theater Festival (Fall Semester Only), Middle School Art, Exploring Music and Theater (Spring Semester Only), Middle School Band, Middle School Stagecraft 1 & 2 (Fall Semester Only), Middle School P.E., Technology, Social Skills, Reading Support, Lego Robotics and Mindfulness with Yoga.

UPPER SCHOOL GRADES 7 - 12

PREUPPER/COMMUNICATION ARTS DIVISIONS (Grades 7 – 8):

- *Physical Education (1 semester required)*
- *Fine Arts – Visual or Performance (1 semester required)*
- *Composition (if offered) is strongly recommended for all students*
- *Chinese I – earns one Carnegie Unit – 8th graders only (Students are not required to take a world language in PreUpper.)*
- *Spanish I- earns one Carnegie Unit - 8th graders only (Students are not required to take a world language in PreUpper.)*
- *Students take 2 electives each semester for a total of four electives per year*

UPPER/COMMUNICATION ARTS DIVISIONS (Grades 9 – 12): Students must earn 24 Carnegie Units (CU) to graduate. Each class earns 0.5 CU per semester. The following list includes graduation requirements in addition to core courses:

- *Physical Education (1 semester required)*
- *Health (1 semester required)*
- *Junior Transitions (1 semester required - Spring); Senior Transitions (1 semester required - Fall)*
- *World Language (2 years of the same language required unless waived by testing)*
- *Economics (1 semester required)*
- *Civics (1 semester required)*



Course Descriptions 2020 - 2022

COLLEGE COUNSELING

COMMUNICATION ARTS/UPPER (JUNIORS AND SENIORS ONLY)

Junior Transitions (spring semester Junior year) – 0.5 CU

The purpose of this class is to provide guidance to assist students in defining college interests/life after high school plans. In Junior Transitions class, students utilize many assessments to provide them more insight into their interests, aptitudes, and even workplace environments that would suit their personality. This allows each student's experience to be individualized and focused in on his or her own particular path; whether it be college, an organized gap year, or a trade school career focused route – all options are discussed. Parent surveys are utilized during this process to get a holistic picture. The college counselor schedules individual meetings with each student to ensure that student's needs and desired paths are explored. Students are taught the fundamentals of the college search, the application process, and identifying what college meets their needs. East Carolina University's Transition Curriculum is a component of class and guides students to understand the difference in responsibilities as a high school student and a college student, with the role of being an advocate for their needs discussed extensively throughout the semester. These activities, combined with parental input, relative topic discussions, and college visits, helps guide students and their families into making the most informed decision. This class is graded on a Pass/Fail basis and is not included in student's GPA.

Senior Transitions (fall semester Senior year) – 0.5 CU

The purpose of this class is to prepare seniors for life after Mill Springs Academy by finalizing and implementing post-graduation plans. The emphasis is on college applications but other options are also explored. This includes all steps of the application process, as well as life skills discussion and critical thinking topics. Internet resources are used extensively along with various college and university catalogues and at times, presentations from college representatives. Discussion board questions through MyMUSTANG will be utilized all semester to engage students in critical thinking, promote class discussion, and provide students with real life experience in regards to online learning/ assignment requests as could be expected in a college or work environment. Students will understand the difference between early decision, early action, and regular

decision, narrow choices down to 5 schools for those applying to college, understand financial aid options and continue scholarship searches and completion if interested, evaluate if further standardized testing is required, gain an understanding of how to obtain LD services in college (if applicable), practice interview skills (for job or school) and learn the steps necessary to complete applications and submit. This class is graded on a Pass/Fail basis and is not included in student's GPA.

DUAL ENROLLMENT

COMMUNICATION ARTS/UPPER (JUNIORS AND SENIORS ONLY)

Dual Enrollment (semester elective) – college credit as indicated by the college

Prerequisites include: Junior or Senior; approval by CA or Upper administration

Georgia's Dual Enrollment program provides eligible Georgia high school students with the opportunity to take approved college courses for credit towards both their high school graduation and college degree requirements at little or no cost to the student. The Dual Enrollment program provides a student-specific award amount to the college or university the eligible student attends to be applied to the student's tuition, mandatory fees and required textbooks. Dual enrollment provides students with the opportunity to take college courses while still in high school. Typically, dual enrollment students take a college course (or courses) on the campus of a college or university in or near their community. Dual enrollment students may be able to attend college part-time or full-time and, in some cases, may be eligible to reside in housing on the college campus. Each University System of Georgia (USG) college and university has established requirements and deadlines for students to participate in their dual enrollment program. Students interested in dual enrollment should speak with their high school dual enrollment coordinator and the Dual Enrollment office at their USG college or university of interest to discuss their dual enrollment options. Students are encouraged to have these conversations as early as possible as there are important deadlines that must be met. Additional information on the Dual Enrollment program can be found on the www.GAfutures.org.

Parents and students are responsible for researching the academic/curriculum requirements of the prospective college(s) for dual enrollment and for submitting the required admissions paperwork. Please refer to your four – year plan document for specific instructions. MSA is not responsible for transportation to and from the college and MSA will not be monitoring the student's performance in the course

ENGLISH/LITERATURE/LANGUAGE ARTS

PREUPPER SCHOOL/COMMUNICATION ARTS (GRADES 7 - 8)

Composition (semester elective)

Composition focuses on the elements of grammar, composition, and various other forms of written expression. Class content will be presented through discussion, handouts, videos/audios, etc. Students will be evaluated through daily writing journals, classroom participation, portfolio work samples, projects, and tests/quizzes. Students will need to have a laptop computer available each day in class with Inspiration software, Power Point, Word, and Dragon Speak or Word Q/SpeakQ (if applicable) software. Other handouts may be distributed as needed and will be kept in a classroom notebook. The **Write Source** curriculum text and supplemental materials will be utilized in this class.

Creative Writing/Literary Magazine (semester elective)

This elective course is designed to develop and stretch students' writing skills as well as provide students with an opportunity to experiment with various forms of creative verbal and visual expression. Students will have time and support (peer group, adult feedback) to craft their own, self-chosen writing projects. In addition to doing lots of writing, students will work on self-editing and revising, and giving peer feedback. Students will also gather and critique entries from the PreUpper Community for publication in the PreUpper Literary magazine which is published at the end of each semester.

Reading - Language Live Reading Program (semester elective)

Language Live blends personalized, online learning with teacher-led instruction. This program fosters student development from basic decoding of words and spelling to improving grammar, comprehension, vocabulary, and writing skills. Students will be assessed based on the online learning component, workbook activities, class discussions, projects, and class participation. Students will use their laptops every day. Student workbooks and folders will remain in the classroom.

COMMUNICATION ARTS/UPPER (GRADES 9 - 12)

Comparative Literature: Diversity and Social Justice – (1 semester) – 0.5 CU

This course aims to engage students more deeply in their critical thinking, reading and writing skills. Students are introduced to materials that focus on individual, national and global issues by authors from a variety of genres, disciplines and professions. The readings, viewings, short video clips, etc., provide rich material and awareness for critical class discussions, writing, presenting and performing. Students participate individually, and in groups to synthesize, infuse and collaborate on ideas from the readings into the art form of Spoken Word.

Creative Writing Through Fiction – (1 semester) – 0.5 CU

Students will read contemporary literature as models and jumping off points for their own creative writing. Students will respond to writing prompts and resolve editing challenges. They will create their own e-portfolio of creative writing.

Newspaper Production – (1 semester) – 0.5 CU

MILK Quarterly News Magazine (Mustangs, Issues, Lifestyle, Knowledge) is a free and student-produced publication intended to inform, engage and amuse members of the MSA community with up-to-date coverage of the events related to news, lifestyle, sports and editorials. We offer coverage that is thought-provoking and timely, and cover many global, national and local headlines. In addition, *MILK* Quarterly especially focuses on Upper School and Communication Arts happenings, as well as the artistic, athletic and academic achievement of our students and faculty.

Yearbook Production (semester and/or yearlong elective) – 0.5 CU or 1.0 CU

In Yearbook Production, students plan, develop, publish and distribute the school annual. With the guidance of the yearbook advisor, the staff will participate in all aspects of yearbook development and publication. Students will have the opportunity to work individually and in small groups to learn a wide variety of skill sets such as planning a book ladder and page layouts, brainstorming, collecting and creating section content, organization of photo opportunities for students, school clubs and organizations, digital photography & graphic editing, setting and meeting deadlines and planning and following through with distribution. Successful yearbook staff members are encouraged to participate in the Yearbook class for consecutive years.

ENRICHMENT

PREUPPER SCHOOL/COMMUNICATION ARTS (GRADES 7 - 8)

ACE I/Academic Competition Enrichment (semester elective)

Academic Competition Enrichment (ACE) is offered to students who demonstrate strong academic potential, the ability to see a project through, and the ability to work with others in both academic and non-academic settings. ACE I is designed to explore STEAM (Science, Technology, Engineering, Art and Mathematics) interests by providing hands-on opportunities to delve deeper into those areas. In this course, students will explore a variety of academic competitions and eventually compete in one or more of those contests. Among the areas of competition include the GISA sponsored Academic Bowl, the Future City Engineering contest, the Georgia Aquarium's Remote Operated Vehicle contest, and the Robotics Competitions, FIRST Lego League and FIRST Robotics competitions and Amateur (Ham) Radio. Other contests may be added to this list. Students will be challenged to explore and to develop their interests in different academic areas, and will work both independently and in teams. Students need to be willing to commit to competing in a variety of the contests; this may involve competing on a Saturday and perhaps traveling to contests out of town. Students selected for this course will be representatives of Mill Springs Academy in these contest settings.

CA Office Aide/Teacher Aide (semester elective)

Prerequisite: must be a Level R or L and approved by Principal

Students will work where ever needed on campus. Students may help teachers with management of materials, grading of papers, record keeping, bulletin board design, and general classroom duties. This is a non-graded class; students will receive volunteer service hours.

Diversity (semester elective)

The Diversity course will offer a dynamic, nonpartisan perspective on domestic and international issues. Class resources will provide age-appropriate context, facts, and primary source documents to engage students in informed debate about current events, issues and the vocabulary and language of various topics. This Diversity class includes structured research into race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs and other ideologies. This course will focus on understanding diverse peoples and cultures and building bridges to those different from us. Students will be expected to discuss and participate in a positive, sensitive, mature manner. Students will be evaluated on their class participation in debates, presentations, class discussions, and projects.

Engineering Design (semester elective)

The engineering design process is a series of steps that engineers follow to come up with a solution to a problem. Many times the solution involves designing a product (like a machine or computer code) that meets certain criteria and/or accomplishes a certain task. Engineering Design is a course for students interested in solving design questions by creating, engineering and building. Students will learn the design process, starting with exploring a specific problem, moving to research and analysis, and culminating in design. By utilizing collaboration and strong communication skills, students will explore the course concepts through a wide-range of designing and building activities, projects, and problem- based learning. By using a team approach, students will be challenged to hone their interpersonal and creative skills in an understanding of engineering design. This course applies and develops skills in mathematics, science and technology. Our course will include: CAD sketching, modeling, presentation and engineering ethics of design.

Leadership/Mustang Service (semester elective)

Service is one of the vital elements of the Mill Springs Academy Levels system and one of our unshakable values. The purpose is to help students to realize and to respond to the needs of our community and to give back. Leadership/Mustang Service is an elective in which students learn the qualities of good leadership as well as investigate, propose and organize leadership projects that are semester long. Students will be involved in individual as well as group projects. Established service projects such as MSA's **Canned Food Drive** will be a part of the curriculum. Other projects will receive consideration. Weekend activities and after-school work **may** be required and students should be prepared to commit to those responsibilities. This is a non-graded class; students will receive volunteer service hours.

Learning Lab (semester elective)

Learning Lab serves as instructional support for all content areas period by providing additional time and instruction to improve performance. A typical day in Learning Lab involves working closely with their teacher on correcting and completing homework, as well as preparing for major upcoming assignments such as quizzes, tests and projects. Students in Learning Lab learn effective strategies for finishing homework in a timely fashion, and preparing themselves for upcoming assignments. Students also have the opportunity to build and develop fundamental Learning through extra repetition utilizing technology-based platforms such as Khan Academy and Study Island online. A main goal for Learning Lab is to help students become more confident and independent learners. Finally, Learning Lab focuses on the development of solid organizational skills by maintaining notebooks, backpacks and lockers.

Public Speaking and Debate (semester elective)

Speaking in front of a group of people and making a speech is one of the top fears many people have. Often a challenge for many people, not just students, public speaking is a critical part of a person's skill set. This course will help students to build confidence in themselves and their public speaking skills by practicing and giving many diverse speeches. In this class students will: become more comfortable speaking in front of an audience; understand and appreciate what makes a speech effective; learn the importance of research and preparation in constructing speeches; constructively critique peers and apply those critiques to their own work as well; present numerous speeches of various types; provide written feedback for others and reflections for oneself. Also, students will see growth in their ability to convey an argument and have knowledge about many current event topics. Finally, students will experience working on a debate team and try to persuade an audience that their position is the right one!

Personal Management and Skill Development (semester elective)

The Personal Management Skills Development class addresses 4 major topics: Executive Functioning and Strategies, Developing soft Skills for the 21st century, Technology Skills and Application, and Public Speaking. Each of these 4 areas has a significant impact on our students as they prepare for independence in school and in their personal lives over the next few years. This class is designed to take an in-depth look at: *Executive Functioning – diverse, but related and overlapping set of 8 skills – inhibition, shift, emotional control, initiation, working memory, planning/organization, organization of materials and self-monitoring. Soft Skills – a term for those skills that are not behavior or job-related but are skills that define a person’s relationships with other people or how a person approaches life and work – social skills, interpersonal skills, problem-solving, communication and critical-thinking skills. Technology Skills and Applications – use of G (Google) Suite (Classroom, Docs, Drive, etc.), assistive technology, keyboarding, Microsoft Office Suite and the use of RenWeb and MyMUSTANG for evaluating progress. Public Speaking – building confidence in public speaking skills – communicate clearly, effectively and respectfully with different types of speeches, research, preparation, delivery and teamwork skills.*

Social Skills (semester elective)

Appropriate social interaction is key to lifelong success. Social skills directly teach students how to observe and better interpret the perspective of others. The steps to this include strong self-awareness, self-monitoring and self-control. In addition, understanding body language such as physical posture, eye contact and facial expressions directly impacts effective communication. The primary purpose of social skills instruction is to assist students in producing social behavior that gives others the emotional experience intended. The goal is to provide students the ability to be more aware of their emotions and better predict and relate to the emotions of others.

COMMUNICATION ARTS/UPPER (GRADES 9 – 12)

ACE I/ II - Academic Competition Enrichment (semester elective, Grades 9 -12) - 0.5 CU

Academic Competition Enrichment (ACE) is offered to students who demonstrate strong academic potential, the ability to see a project through, and the ability to work with others in both academic and non-academic settings. ACE I is designed to explore STEAM (Science, Technology, Engineering, Art and Mathematics) interests by providing hands-on opportunities to delve deeper into those areas. In this course, students will explore a variety of academic competitions and eventually compete in one or more of those contests. Among the areas of competition include the GISA sponsored Academic Bowl, the Future City Engineering contest, the Georgia Aquarium’s Remote Operated Vehicle contest, and the Robotics Competitions, FIRST Lego League and FIRST Robotics competitions and Amateur (Ham) Radio. Other contests may be added to this list. Students will be challenged to explore and to develop their interests in different academic areas, and will work both independently and in teams. Students need to be willing to commit to competing in a variety of the contests; this may involve competing on a Saturday and perhaps traveling to contests out of town. Students selected for this course will be representatives of Mill Springs Academy in these contest settings.

Executive Functioning Skill Management (semester elective) – 0.5 CU

Executive Functioning Skills Management is a class that provides additional time and instruction for students to develop study and organizational skills that enable them to become independent learners. Each class includes time for instruction, practice, application, reflection and organization. Students will: Practice and apply specific study skills that support success in academic classes; Improve the quality of their work and their grade averages by using effective study strategies; Utilize 45 minutes of study time each class period; Organize their materials; Maintain orderly lockers, backpacks, and class notebooks; Record all homework assignments in agendas; Be complete for all classes each week; Become more independent learners.

Internship (semester elective) - 0.5 CU

Prerequisite: must be a Level R or L, a senior, and approved by Upper administration

Students who have a very strong interest in a particular career or hobby are encouraged to spend time off campus working at a site of their choice. By participating in an internship, students can explore career interests, be exposed to work places, develop positive work behaviors and leadership skills, and gain experience and possibly recommendations that could be useful for college applications.

Learning Lab (semester elective) – 0.5 CU

Learning Lab serves as instructional support for all content areas period by providing additional time and instruction to improve performance. A typical day in Learning Lab involves working closely with their teacher on correcting and completing homework, as well as preparing for major upcoming assignments such as quizzes, tests and projects. Students in Learning Lab learn effective strategies for finishing homework in a timely fashion, and preparing themselves for upcoming assignments. Students also have the opportunity to build and develop fundamental Learning through extra repetition utilizing technology-based platforms such as Khan Academy and Study Island online. A main goal for Learning Lab is to help students become more confident and independent learners. Finally, Learning Lab focuses on the development of solid organizational skills by maintaining notebooks, backpacks and lockers.

Office Aide/Teacher Aide/PU Science Lab Aide (semester elective) – 0.5 CU

Prerequisite: must be a Level R or L and approved by Upper administration. PreUpper Science Lab Aide requires interview with PU Science teachers

Assist teachers and principal in tasks such as filing, helping fill Friday folders, organizing storage room, setting up for Levels meeting, cleaning blackboards and whiteboards, stuffing envelopes, and any other needed help for the staff. This is a non-graded class; students will receive .5 credit hours for each semester of Office Aide/Teacher Aide. Applicants for the PreUpper Science Aide should have a good working knowledge of science and practice safe lab procedures. PreUpper Science Lab Aide will assist in setting up and tearing down labs for class. Other responsibilities will be determined as the semester progresses.

Online Course (semester course) – 0.5 CU

Prerequisite: must be approved by MSA Counselor and Upper administration

Students who want experience taking online courses before they go to college or who would like to take a course that MSA does not offer are welcome to take an online course offered outside of MSA. Generally speaking, the student will have a study hall at MSA during which s/he can work on the course, but there will be no MSA instructor available to monitor or offer instruction. Students who are successful with this option are very well organized and committed to doing work independently.

Social Skills (semester elective) – 0.5 CU

Appropriate social interaction is key to lifelong success. Social skills directly teach students how to observe and better interpret the perspective of others. The steps to this include strong self-awareness, self-monitoring and self-control. In addition, understanding body language such as physical posture, eye contact and facial expressions directly impacts effective communication. The primary purpose of social skills instruction is to assist students in producing social behavior that gives others the emotional experience intended. The goal is to provide students the ability to be more aware of their emotions and better predict and relate to the emotions of others.

FINE ARTS - PERFORMING

MIDDLE (GRADES 5 – 6)

Band (yearlong elective)

Band students will choose one of the following instruments with the Band Director's help: flute, clarinet, alto saxophone, trumpet, trombone, percussion, or piano. Those who wish to play the French horn must first start on trumpet, and those wanting to play Tuba or Baritone will begin on trombone. Acceptance into the string section (Violin, Viola, Cello, Bass, or Guitar) is by audition only. They will learn proper posture, breathing technique, playing techniques, and instrument care for their respective instrument. They will also review and/or learn how to read music notation. The musicians will be able to demonstrate contribution in a positive manner to the group effort of making music including attending class regularly with music and equipment, completing homework assignments, actively participating in class and all performances. Students will be able to respond to conducting patterns, cues, and interpretive gestures, and will be able to demonstrate the ability to physically tune their instrument aurally with a sounding pitch. They will also be able to demonstrate appropriate concert etiquette as an actively involved performer.

Exploring Music and Theatre (semester elective)

This class focuses on learning the basics of theatre and building acting skills and basic vocal musicianship skills. All students will learn theatre AND music; however, they may choose to focus on one or the other or both in their projects in class. Students use hands-on experience and also theatre textbooks, music literature, and discussion to learn all the basics of theatre and music. Course content is based on the idea that a love for and a knowledge of the theatre and music (whether as an active participant, a reader of good plays, or simply as a member of an audience) is a significant means of enriching an individual's life. The course also introduces students to the principles and techniques of creating believable characters through action, improvisation, analysis, movement, vocal control, basic music theory, proper vocal technique, audition workshop, scene study and interpretation. All students will perform monologues and/or short scenes and/or solo or small group songs throughout the semester and at the end of the year Arts Showcase. They may also sing with the 7th-12th grade MSA Chorus.

Introduction to Theatre (semester elective)

This is an introductory course designed to both increase students' understanding and appreciation of theatre and to introduce the students to acting for the stage. Course content is based on the idea that a love for and a knowledge of the theatre (whether as an active participant, a reader of good plays, or simply as a member of theatre audience) is a significant means of enriching an individual's life. Intended to enhance the students' ability to become an appreciative and discerning theater audience member, we discuss script analysis, types of theatre, terminology, basic history and cultural topics, and management. The course also introduces students to the principles and techniques of creating believable characters through action, improvisation, analysis, movement, vocal control, audition workshop, scene study and interpretation.

Junior Theatre Festival (semester elective)

Prerequisite: Audition, additional fee

In this class, students will be preparing 15 minutes of a current musical to perform for the Junior Theatre Festival in January! Students will learn dancing, acting, and singing skills and how to work as a team. An audition is required but all students that complete the audition will be assigned a part. The festival will be held annually in January and is required as part of this class.

About the Festival: The Junior Theatre Festival is the largest festival dedicated to young people and musical theatre and brings students, teachers, and Broadway professionals together to celebrate musical theatre in an educational environment. Over 5,000 students from around the world get together for this festival. Included in the weekend are adjudications of the performance by Broadway experts, workshops in musical theatre and technical theatre, a viewing of the newest musicals, a Radio Disney Dance party, and at the end of the festival all students see a show together. There will also be special guests... past years have included Broadway composer Stephen Schwartz, performers from the movie "Into the Woods" and the sitcom "Glee," American Idol's Michael Orland, High School Musical star Zac Efron, Christy Carlson Romano, Broadway stars, and President of Disney Theatrical Group, Thomas Schumacher.



Music Leadership (semester elective)

Prerequisite: Recommendation of teacher

Students in Music Leadership are accepted upon approval. They will assist with younger students in Lower School in a production and may also act as a narrator or other special performer to help in a younger group's projects. Music leaders are expected to be able to help lead class by leading vocal warm-ups, helping students learn vocal parts, demonstrating proper vocal technique, and also modeling appropriate behavior for students. Those who are chosen to be music leaders will learn valuable skills in teacher education. Leaders are also required to work on independent projects with the instructor to further their musical and/or teaching knowledge. These may include piano study, vocal lessons, and vocal solo and/or choral competition preparation.

Stagecraft I (semester elective) - \$40.00 supply fee

In Stagecraft I students in grades 5-8 will learn about the how and why of theater, from stage directions to theater history and costuming to set construction. Students paint, hammer and build several projects that will be featured on the Stallings Theatre stage. All students in this class will use hand tools and learn about shop safety. Students are required to provide work clothes so as not to ruin uniforms. Students must be prepared to work hard and have fun. This class is a prerequisite of Stagecraft II.

Stagecraft II (semester elective)

Prerequisite: Stagecraft I or student may interview with the teacher and demonstrate tool skill in order to advance without the prerequisite; \$40.00 supply fee

In Stagecraft II students in grades 5-8 will be introduced to projection and crew leadership positions. Students build and paint several projects that will be featured on the Stallings Theatre stage. All students will use hand tools and limited power tools and learn about shop safety. Students will be required to hold tech crew positions at MSA events. Students are required to provide work clothes so as not to ruin uniforms. Students must be prepared to work hard and have fun. This class is a prerequisite of Stagecraft III.

Stagecraft III (semester elective)

Prerequisite: Stagecraft I or student may interview with the teacher and demonstrate tool skill in order to advance without the prerequisite; \$40.00 supply fee

In Stagecraft III students in grades 5-8 will be introduced to projection and crew leadership positions. Students build and paint several projects that will be featured on the Stallings Theatre stage. All students will use hand tools and limited power tools and learn about shop safety. Students will be required to hold tech crew positions at MSA events. Students are required to provide work clothes so as not to ruin uniforms. Students must be prepared to work hard and have fun. This class is a prerequisite of Technical Theater I.

PREUPPER SCHOOL/COMMUNICATION ARTS (GRADES 7 - 8)

Note: Students are required to take one semester of either a Visual or Performing Arts elective during their two years (7th and 8th grades) in PreUpper School/Communication Arts Divisions

Acting Styles (semester elective)

Acting Styles focuses on the dramatic and performance styles of several different periods in history, and is intended to be an advanced level acting course. Students will be introduced to the culture of each period and the theatrical practices of the day. Each student will perform, individually and in groups, scene work drawn from each style. Periods covered will include Ancient Greece, Italian Comedia dell'Arte, French Neoclassicism, Elizabethan England (Shakespeare), and Contemporary. Some basic historical research and analytical writing will be required. At the end of the course, in addition to the historical background of each time period and the tools to perform each style properly, students will be equipped with at least two contrasting monologues suitable for auditions.

Advanced Acting/Singing (semester elective)

Requirements: Teacher approval required, Performance

In this course, students will perform in groups and as featured performers. This course requires students to prepare for and perform at the GISA Literary Festival in February/March and other special events. They will learn advanced

acting/characterization techniques and advanced music study. Students will be chosen to either perform as vocal soloists/trio performance/quartet performers OR to perform acting pieces OR to play piano as their concentration for this class and to compete in Literary Festival. All students in this class will also be part of the MSA Chorus.

Band (yearlong elective)

Band students will choose one of the following instruments with the Band Director's help: flute, clarinet, alto saxophone, trumpet, horn, trombone, tuba, percussion, or piano. Acceptance into the string section (Violin, Viola, Cello, Bass, Guitar, or Bass Guitar) is by audition only. They will learn proper posture, breathing technique, playing techniques, and instrument care for their respective instrument. They will also review and/or learn how to read music notation. No prior experience is required. The musicians will be able to demonstrate contribution in a positive manner to the group effort of making music including attending class regularly with music and equipment, completing homework assignments, actively participating in class and all performances. Students will be able to respond to conducting patterns, cues, and interpretive gestures, and will be able to demonstrate the ability to physically tune their instrument aurally with a sounding pitch. They will also be able to demonstrate appropriate concert etiquette as an actively involved performer.

Directed Theatre Studies (semester elective)

This project driven course will allow students to choose the areas of Theatre that are interesting to them, and learn about them more in depth than they might be able to normally. Students will choose a short list of topics at the start of the semester and will research and learn, culminating in a presentation to the class for each topic. Students can choose from almost any area of theatre: acting, writing, directing, sketch comedy, theatre history, stage combat, interpretive dance, and just about anything they can think of! It could be something broad, or very specific. The possibilities are endless! The course will be very student driven. Under the supervision of the instructor, students will take on leadership roles and make major decisions about how their coursework takes shape.

Improvisation (semester elective)

This course is designed to provide students the opportunity to learn improvisational (unscripted) theatre techniques. Based on philosophies and methodologies developed by Viola Spolin, students will learn that improvisation involves listening, reacting, and focus. Students will learn the history of improvisation in theatre from storytelling in indigenous theatre; improvisational stock characters in medieval pageant plays, commedia dell'Arte and melodrama; satirical improvisation; and contemporary improvisational companies such as the San Francisco Mime Troupe, Teatro Campesino and Second City. Improvisational acting projects will provide positive group experiences in collaborative assignments, developing self-discipline, evaluating the performances of others, and accepting constructive criticism. The class will include journaling, visualization, class exercises, and the possibility of a performance later in the semester.

Introduction to Theatre (semester elective)

This is an introductory course designed to both increase students' understanding and appreciation of theatre and to introduce the students to acting for the stage. Course content is based on the idea that a love for and a knowledge of the theatre (whether as an active participant, a reader of good plays, or simply as a member of theatre audience) is a significant means of enriching an individual's life. Intended to enhance the students' ability to become an appreciative and discerning theater audience member, we discuss script analysis, types of theatre, terminology, basic history and cultural topics, and management. The course also introduces students to the principles and techniques of creating believable characters through action, improvisation, analysis, movement, vocal control, audition workshop, scene study and interpretation.

Junior Theatre Festival (semester elective); additional fee

In The Junior Theatre Festival Class (JTF), students will work with middle school students in a mentoring environment to put together selections from a major musical to perform at the Junior Theatre Festival in January. This is a performance class. JTF is the largest musical theatre festival in the world and is put on by Disney, MTI, and itheatrics. It is a chance for students to learn from Broadway adjudicators and participate in a weekend full of activities with thousands of other musical theatre students from across the country. As students prepare for this weekend, they will spend a semester building their music, dance, acting, and mentoring skills.

About the Festival: The Junior Theatre Festival is the largest festival dedicated to young people and musical theatre and brings students, teachers, and Broadway professionals together to celebrate musical theatre in an educational environment. Over 5,000 students from around the world get together for this festival. Included in the weekend are adjudications of the performance by Broadway experts, workshops in musical theatre and technical theatre, a viewing of the newest musicals, a Radio Disney Dance party, and at the end of the festival all students see a show together. There will also be special guests... past years have included Broadway composer Stephen Schwartz, performers from the movie "Into the Woods" and the sitcom

“Glee,” American Idol’s Michael Orland, High School Musical star Zac Efron, Christy Carlson Romano, Broadway stars, and President of Disney Theatrical Group, Thomas Schumacher.

Movement and Speaking for the Stage (semester elective)

This course is designed to introduce techniques for effective use of the speaking voice and the body on the stage. Classes in breathing, release of tension, voice placement and elimination of regionalism are designed to free the natural sound and develop awareness of the voice as a creative, expressive instrument. Through in-class projects, this class explores the tenets of public speaking as well as the assessment of literary aesthetics and performative form. The movement training is designed to produce flexible, strong, well-coordinated bodies which will respond easily and readily to the creative demands of acting. Specific topics include theatre movement, period/style, mask, mime, physical comedy, basic stage combat, light gymnastics, and modern dance.

Music Leadership (semester elective)

Prerequisite: Recommendation of teacher

Students in Music Leadership are accepted upon approval. They will assist with younger students (Lower or Middle) in a production and may also act as a narrator or other special performer to help in younger group’s projects. Music leaders are expected to be able to help lead class by leading vocal warm-ups, helping students learn vocal parts, demonstrating proper vocal technique, and also modeling appropriate behavior for students. Those who are chosen to be music leaders will learn valuable skills in teacher education. Leaders are also required to work on independent projects with the instructor to further their musical and/or teaching knowledge. These may include piano study, vocal lessons, college audition preparation, and vocal solo and/or choral competition preparation.

Music Theory (semester elective)

Students in Music Theory will be introduced to the principles of harmony in music beginning with the construction of major and minor scales, the circle of fifths, interval training, triad construction, basic chord recognition, musical notation, rhythmic counting, and basic four-part writing. They will compare, contrast, and critique music played in class and will give thoughts and impressions. By the end of the course, participants will be able to read basic music notation and will be able to discern intervals, scales, and modes by ear. They will develop an awareness of pitch, beat, dynamics, simple rhythmic patterns, and expressive qualities. They will be able to read and write simple rhythmic notation using traditional or non-traditional symbols, and will be able to improvise simple rhythmic accompaniments on pitched and unpitched instruments to accompany songs and play activities. Students will be able to describe and respond to musical examples through identification of simple aspects of music, and will be able to identify and compare various historical and cultural aspects of music. They will also be able to understand the relationship between music, the other arts, and disciplines outside the arts.

Pep Band/Chamber Music (semester elective)

Students in Pep Band will learn to play in a smaller ensemble than a traditional full band setting. They will be taught several shorter pieces of music and learn how to integrate them into an athletic setting. This is designed to sharpen students’ response time and encourage a large retention rate of musical mechanisms including rhythms, melodies, and harmonies, as well as improving their technical mastery of their particular instrument. Over the course of the semester they will also learn a more cohesive medley of songs to perform as short halftime shows during home basketball games. During the course, students will be performing at all home varsity basketball games. Students will be taught time management skills and will be expected to commit to the full season of performances, which extends into the spring semester. Upon the close of the basketball season, students will turn to playing small ensemble music which blends the team-like atmosphere of Pep Band with the more classical training of Symphonic Band. In Chamber Music, students will expand upon the small ensemble knowledge they learned in Pep Band. Students will be taught a more soloist form of playing that will foster leadership skills in a performance and classroom setting alike. By the end of the course, students will be able to recognize more complex rhythms, dynamics, and theoretical aspects of music such as melody, harmony, and chord structure. They will be able to compare and contrast their instrument’s role in various musical settings and learn the proper hierarchy of musical concepts like melody and countermelody.

Performing Arts/Chorus (semester elective)

Students in Performing Arts/Chorus perform in the chorus as well as choose individual projects in the field of music to develop throughout the semester. Projects are based on music history, music business, or music performance and may be completed in a variety of ways (through reports, performances, or other) and may focus on any style of music, including contemporary. As part of the chorus, students will learn to demonstrate correct singing posture, breathing technique, and vocal production, and will also learn the basics of reading music and acting skills. Teamwork activities and learning to self-monitor vocal health are also emphasized in this course. Leadership skills are also nurtured by giving students chances to

learn to lead portions of class and help choose selections through careful study. Public performances are scheduled throughout the year and students are required to participate. Students are encouraged to enroll in chorus for all semesters it is offered, 7th-12th grade, as musical skills will build on themselves and teamwork will be best achieved with a consistent group of performers.



Play Adaptation (semester elective)

Definition of Adaptation: a change or the process of change by which an organism or species becomes better suited to its environment. In this class we will explore why we would adapt a literary work into a play. We will discover how to create relevant living theater by taking the old and making it new. We will watch some examples of good adaptation such as Sherlock, Forbidden Planet and Westside Story. We will work as a team to write our own adaptation of a literary work chosen by the students. This 20-minute play will have a staged reading for an audience. You don't have to be a writer you just have to have good ideas and a willingness to collaborate.

Playing Shakespeare (semester elective)

William Shakespeare was one of the most influential writers in the English language. But who was he? Why was he so important? And what's up with all those "thee's and "thou's"? We shall endeavor to answer these questions and more as we explore the life and times of Shakespeare. We will learn about Elizabethan England, and how his words were shaped by those around him. We will explore the mystery of whether or not Shakespeare was a real person. And most importantly, we will figure out what exactly he was trying to say. We will be reading and performing the Bard's words almost daily and writing our own "Shakespearean" poems and scenes. We will look at how stage combat was an integral part of Shakespeare's plays, and create some of our own. Each student will direct their own Shakespearean scene in class! By the end of the class, students will be able to read, understand, and perform Shakespeare on their own!

Playwriting and Songwriting (semester elective)

Students in this class will learn about theatre and the music industry from a whole new perspective, by choosing a track- either playwriting or songwriting- and collaborating with classmates in opposite tracks to put together scenes with music for their final projects. The playwriting track go through 10 units: types of plays, different theater spaces, story structure, story development, playwriting format, stage directions, dialogue, lyrics, transitions, and submitting work. The songwriting track will go through 7 main units: the anatomy of a song, expression versus communication, semantic parameters, prosodic parameters, phonetic parameters, collaboration, and submitting work.

Stagecraft I (semester elective); \$40.00 supply fee

In Stagecraft I students in grades 5-8 will learn about the how and why of theater, from stage directions to theater history and costuming to set construction. Students paint, hammer and build several projects that will be featured on the Stallings Theatre stage. All students in this class will use hand tools and learn about shop safety. Students are required to provide work clothes so as not to ruin uniforms. Students must be prepared to work hard and have fun. This class is a prerequisite of Stagecraft II.

Stagecraft II (semester elective)

Prerequisite: Stagecraft I or student may interview with the teacher and demonstrate tool skill in order to advance without the prerequisite; \$40.00 supply fee

In Stagecraft II students in grades 5-8 will be introduced to projection and crew leadership positions. Students build and paint several projects that will be featured on the Stallings Theatre stage. All students will use hand tools and limited power tools and learn about shop safety. Students will be required to hold tech crew positions at MSA events. Students are required to provide work clothes so as not to ruin uniforms. Students must be prepared to work hard and have fun. This class is a prerequisite of Stagecraft III.

Stagecraft III (semester elective)

Prerequisite: Stagecraft I or student may interview with the teacher and demonstrate tool skill in order to advance without the prerequisite; \$40.00 supply fee

In Stagecraft III students in grades 5-8 will be introduced to projection and crew leadership positions. Students build and paint several projects that will be featured on the Stallings Theatre stage. All students will use hand tools and limited power tools and learn about shop safety. Students will be required to hold tech crew positions at MSA events. Students are required to provide work clothes so as not to ruin uniforms. Students must be prepared to work hard and have fun. This class is a prerequisite of Technical Theater I.

Stage Makeup Design and Special Effects (semester elective)

This course provides hands-on learning of makeup design and application. Also, the techniques and application of performing stage illusion/magic will be part of the class. The students will construct magic apparatus and perform tricks. They will also learn the history of both disciplines. The semester will culminate with the direct application of student design of stage illusion and makeup for the spring musical production. **There is a fee associated with this course.**



Technical Theatre I (semester elective)

Prerequisite: Stagecraft III or student may interview with the teacher and demonstrate tool skills in order to advance without the prerequisite; \$40.00 supply fee

In Technical Theater I, students in grades 7-12 will work on construction, sound, and lighting projects for MSA events. These projects will be complex in nature and require students to lift heavy objects. Students will be required to take on tech crew positions for MSA productions that include, but are not limited to, sound board operator, light board operator, running crew, props master, etc. Students are required to provide work clothes so as not to ruin uniforms. Students must be prepared to work hard and have fun. This class is a prerequisite of Technical Theater II.

Technical Theatre II (semester elective)

Prerequisite: Technical Theatre I or student may interview with the teacher and demonstrate tool skills in order to advance without the prerequisite; \$40.00 supply fee

In Technical Theater II students in grades 7-12 will work on construction, sound and lighting projects for MSA events. These projects will be complex in nature and require students to lift heavy objects. Students in this class will be required to take on tech crew positions for MSA productions that include, but are not limited to, stage manager, assistant stage manager, assistant director, special effects charge, etc. Students are required to provide work clothes so as not to ruin uniforms. Students must be prepared to work hard and have fun.

Theatre Design I (semester elective); \$40.00 supply fee

This class is an introduction to theatrical design. The approach is very hands-on, so being artistic and thinking “outside the box” is a must! Students will learn about lighting design, scenic design, sound design, costume design and will do a large project for each design unit. All projects will be PHYSICAL projects such as collages, sculptures, items for stage, drawings, etc. The sound unit will involve basic acting and movement. Students will be required to provide basic materials and will begin building their own design kits. There is a fee associated with this class.

Theatre Ensemble Performance Project (semester elective)

This course provides experienced juniors and seniors the opportunity to sharpen the skills they have already developed in the Theatre. As a class, students will develop a "thesis" project which will hone their wide range of acting, technical, and production talents. Throughout the semester, students will create a live theatrical event, with students involved at every level and in every role. Students will be pushed to think creatively about how and where theatre can be performed, while filling, expanding and showcasing the roles of lead actors, designers, and even director.

Theatre, Film, and Culture (semester elective)

This course analyzes the essential differences between theatrical and cinematic approaches to drama, and the cultural impact each approach can have. Through selected play/film combinations, the course looks at how the director uses actors and the visual languages of the stage and screen to guide and stimulate the audience's responses. Students will also explore the principles of theatre and film appreciation and analysis through readings, directed class discussions, and viewing of films and film excerpts. Plays and films discussed will all have a cultural and social component that will be a point of intense focus. Students will have the opportunity to explore these facets of society in depth as the class progresses.

Theatre Production (semester elective)

Prerequisite: Audition

This course produces a full- scale musical during the spring semester. Students must audition and be cast in the musical and will work closely with a director, musical director and choreographer to learn the music, dances and to develop their characters. **After school rehearsals are required.** Students gain a well- rounded theatrical stage experience.

COMMUNICATION ARTS/UPPER (GRADES 9 – 12)

Acting Styles (semester elective) - 0.5 CU

Acting Styles focuses on the dramatic and performance styles of several different periods in history, and is intended to be an advanced level acting course. Students will be introduced to the culture of each period and the theatrical practices of the day. Each student will perform, individually and in groups, scene work drawn from each style. Periods covered will include Ancient Greece, Italian Comedia dell'Arte, French Neoclassicism, Elizabethan England (Shakespeare), and Contemporary. Some basic historical research and analytical writing will be required. At the end of the course, in addition to the historical background of each time period and the tools to perform each style properly, students will be equipped with at least two contrasting monologues suitable for auditions.

Advanced Acting/Singing (semester elective) – 0.5 CU

Requirements: Teacher approval required, Performance

In this course, students will perform in groups and as featured performers. This course requires students to prepare for and perform at the GISA Literary Festival in February/March and other special events. They will learn advanced acting/characterization techniques and advanced music study. Students will be chosen to either perform as vocal soloists/trio performance/quartet performers OR to perform acting pieces OR to play piano as their concentration for this class and to compete in Literary Festival. All students in this class will also be part of the MSA Chorus.

Band (yearlong elective) – 1.0 CU

Band students will choose one of the following instruments with the Band Director's help: flute, clarinet, alto saxophone, trumpet, horn, trombone, tuba, percussion, or piano. Acceptance into the string section (Violin, Viola, Cello, Bass, Guitar, or Bass Guitar) is by audition only. They will learn proper posture, breathing technique, playing techniques, and instrument care for their respective instrument. They will also review and/or learn how to read music notation. No prior experience is required. The musicians will be able to demonstrate contribution in a positive manner to the group effort of making music including attending class regularly with music and equipment, completing homework assignments, actively participating in class and all performances. Students will be able to respond to conducting patterns, cues, and interpretive gestures, and will be able to demonstrate the ability to physically tune their instrument aurally with a sounding pitch. They will also be able to demonstrate appropriate concert etiquette as an actively involved performer.

Directed Theatre Studies (semester elective) – 0.5 CU

This project driven course will allow students to choose the areas of Theatre that are interesting to them, and learn about them more in depth than they might be able to normally. Students will choose a short list of topics at the start of the semester and will research and learn, culminating in a presentation to the class for each topic. Students can choose from almost any area of theatre: acting, writing, directing, sketch comedy, theatre history, stage combat, interpretive dance, and just about anything they can think of! It could be something broad, or very specific. The possibilities are endless! The course will be very student driven. Under the supervision of the instructor, students will take on leadership roles and make major decisions about how their coursework takes shape.

Improvisation (semester elective) – 0.5 CU

This course is designed to provide students the opportunity to learn improvisational (unscripted) theatre techniques. Based on philosophies and methodologies developed by Viola Spolin, students will learn that improvisation involves listening, reacting, and focus. Students will learn the history of improvisation in theatre from storytelling in indigenous theatre; improvisational stock characters in medieval pageant plays, commedia dell'Arte and melodrama; satirical improvisation; and contemporary improvisational companies such as the San Francisco Mime Troupe, Teatro Campesino and Second City. Improvisational acting projects will provide positive group experiences in collaborative assignments, developing self-discipline, evaluating the performances of others, and accepting constructive criticism. The class will include journaling, visualization, class exercises, and the possibility of a performance later in the semester.

Introduction to Theatre (semester elective) – 0.5 CU

This is an introductory course designed to both increase students' understanding and appreciation of theatre, and to introduce the students to acting for the stage. Course content is based on the idea that a love for and a knowledge of the theatre--whether as an active participant, a reader of good plays, or simply as a member of a theatre audience--is a significant means of enriching an individual's life. Intended for the student to enhance his/her ability to become an appreciative and discerning theater audience member, we discuss script analysis, types of theatre, terminology, basic history and cultural topics, and management. The course also introduces students to the principles and techniques of creating believable characters through action, improvisation, analysis, movement, vocal control, audition workshop, scene study and interpretation.

Junior Theatre Festival (semester elective) – 0.5 CU; additional fee

In The Junior Theatre Festival Class (JTF), students will work with Middle School students in a mentoring environment to put together selections from a major musical to perform at the Junior Theatre Festival in January. This is a performance class. JTF is the largest musical theatre festival in the world and is put on by Disney, MTI, and itheatrics. It is a chance for students to learn from Broadway adjudicators and participate in a weekend full of activities with thousands of other musical theatre students from across the country. As students prepare for this weekend, they will spend a semester building their music, dance, acting, and mentoring skills.

About the Festival: The Junior Theatre Festival is the largest festival dedicated to young people and musical theatre and brings students, teachers, and Broadway professionals together to celebrate musical theatre in an educational environment. Over 5,000 students from around the world get together for this festival! Included in the weekend are adjudications of the performance by Broadway experts, workshops in musical theatre and technical theatre, a viewing of the newest musicals, a Radio Disney Dance party, and at the end of the festival all students see a show together. There will also be special guests... past years have included Broadway composer Stephen Schwartz, performers from the movie "Into the Woods" and the sitcom "Glee," American Idol's Michael Orland, High School Musical star Zac Efron, Christy Carlson Romano, Broadway stars, and President of Disney Theatrical Group, Thomas Schumacher.



Movement and Speaking for the Stage (semester elective) – 0.5 CU

This course is designed to introduce techniques for effective use of the speaking voice and the body on the stage. Classes in breathing, release of tension, voice placement and elimination of regionalism are designed to free the natural sound and develop awareness of the voice as a creative, expressive instrument. Through in-class projects, this class explores the tenets of public speaking as well as the assessment of literary aesthetics and performative form. The movement training is designed to produce flexible, strong, well-coordinated bodies which will respond easily and readily to the creative demands of acting. Specific topics include theatre movement, period/style, mask, mime, physical comedy, basic stage combat, light gymnastics, and modern dance.

Music History (semester elective) - 0.5 CU

This course traces the history of Western Music from its first extant traces (liturgical chant) to the music of the 20th century. The course investigates many of the significant music-historical developments over this extensive period, focusing on key composers and repertoire. Along with the traditional history of genres and styles, students learn about the historical and cultural context of music and music making at various times and places. This course is not only to introduce students to the earlier history of their own artistic tradition, but also to expand their conceptions of the nature and purposes of music itself by exposing them to less familiar music and cultures.

Music Leadership (semester elective) – 0.5 CU

Prerequisite: Recommendation of teacher

Students in Music Leadership are accepted upon approval. They will assist with younger students (lower or middle) in a production and may also act as a narrator or other special performer in younger student's projects. Music leaders are expected to be able to help lead class by leading vocal warm-ups, helping students learn vocal parts, demonstrating proper vocal technique, and also modeling appropriate behavior for students. Those who are chosen to be music leaders will learn valuable skills in teacher education. Leaders are also required to work on independent projects with the instructor to further their musical and/or teaching knowledge. These may include piano study, vocal lessons, college audition preparation, and vocal solo and/or choral competition preparation.

Music Theory (semester elective) – 0.5 CU

Students in Music Theory will be introduced to the principles of harmony in music beginning with the construction of major and minor scales, the circle of fifths, interval training, triad construction, basic chord recognition, musical notation, rhythmic counting, and basic four-part writing. They will compare, contrast, and critique music played in class and will give thoughts and impressions. By the end of the course, participants will be able to read basic music notation and will be able to discern intervals, scales, and modes by ear. They will develop an awareness of pitch, beat, dynamics, simple rhythmic patterns, and expressive qualities. They will be able to read and write simple rhythmic notation using traditional or non-traditional symbols, and will be able to improvise simple rhythmic accompaniments on pitched and unpitched instruments to accompany songs and play activities. Students will be able to describe and respond to musical examples through identification of simple aspects of music, and will be able to identify and compare various historical and cultural aspects of music. They will also be able to understand the relationship between music, the other arts, and disciplines outside the arts.

Pep Band/Chamber Music (semester elective) – 0.5 CU

Students in Pep Band will learn to play in a smaller ensemble than a traditional full band setting. They will be taught several shorter pieces of music and learn how to integrate them into an athletic setting. This is designed to sharpen students' response time and encourage a large retention rate of musical mechanisms including rhythms, melodies, and harmonies, as well as improving their technical mastery of their particular instrument. Over the course of the semester they will also learn a more cohesive medley of songs to perform as short halftime shows during home basketball games. Students will be performing at all home varsity basketball games throughout the semester. Students will be taught time management skills and will be expected to commit to the full season of performances, which extends into the spring semester. Upon the close of the basketball season, students will turn to playing small ensemble music which blends the team-like atmosphere of Pep Band with the more classical training of Symphonic Band. In Chamber Music, students will expand upon the small ensemble knowledge they learned in Pep Band. Students will be taught a more soloist form of playing that will foster leadership skills in a performance and classroom setting alike. By the end of the course, students will be able to recognize more complex rhythms, dynamics, and theoretical aspects of music such as melody, harmony, and chord structure. They will be able to compare and contrast their instrument's role in various musical settings and learn the proper hierarchy of musical concepts like melody and countermelody.

Performing Arts/Chorus (semester elective) – 0.5 CU

Students in Performing Arts/Chorus perform in the chorus and as well as choose individual projects in the field of music to develop throughout the semester. Projects are based on music history, music business, or music performance and may be completed in a variety of ways (through reports, performances, or other) and may focus on any style of music, including contemporary. As part of the chorus, students will learn to demonstrate correct singing posture, breathing technique, and vocal production, and will also learn the basics of reading music and acting skills. Teamwork activities and learning to self-monitor vocal health are also emphasized in this course. Leadership skills are also nurtured by giving students chances to learn to lead portions of class and help choose selections through careful study. Public performances are scheduled throughout the year and students are required to participate. Students are encouraged to enroll in chorus for all semesters it is offered, 9th-12th grade, as musical skills will build on themselves and teamwork will be best achieved with a consistent group of performers.



Play Adaptation (semester elective) – 0.5 CU

Definition of Adaptation: a change or the process of change by which an organism or species becomes better suited to its environment. In this class we will explore why we would adapt a literary work into a play. We will discover how to create relevant living theater by taking the old and making it new. We will watch some examples of good adaptation such as Sherlock, Forbidden Planet and Westside Story. We will work as a team to write our own adaptation of a literary work chosen by the students. This 20-minute play will have a staged reading for an audience. You don't have to be a writer you just have to have good ideas and a willingness to collaborate.

Playing Shakespeare (semester elective) – 0.5 CU

William Shakespeare was one of the most influential writers in the English language. But who was he? Why was he so important? And what's up with all those "thee's and "thou's? We shall endeavor to answer these questions and more as we explore the life and times of Shakespeare. We will learn about Elizabethan England, and how his words were shaped by those around him. We will explore the mystery of whether or not Shakespeare was a real person. And most importantly, we will figure out what exactly he was trying to say. We will be reading and performing the Bard's words almost daily and writing our own "Shakespearean" poems and scenes. We will look at how stage combat was an integral part of Shakespeare's plays, and creating some of our own. Each student will direct their own Shakespearean scene in class! By the end of the class, students will be able to read, understand, and perform Shakespeare on their own!

Playwriting and Songwriting (semester elective) – 0.5 CU

Students in this class will learn about theatre and the music industry from a whole new perspective, by choosing a track- either playwriting or songwriting- and collaborating with classmates in opposite tracks to put together scenes with music for their final projects. The playwriting track go through 10 units: types of plays, different theater spaces, story structure, story development, playwriting format, stage directions, dialogue, lyrics, transitions, and submitting work. The songwriting track will go through 7 main units: the anatomy of a song, expression versus communication, semantic parameters, prosodic parameters, phonetic parameters, collaboration, and submitting work.

Stage Makeup Design and Special Effects (semester elective)

This course provides hands-on learning of makeup design and application. Also, the techniques and application of performing stage illusion/magic will be part of the class. The students will construct magic apparatus and perform tricks. They will also learn the history of both disciplines. The semester will culminate with the direct application of student design of stage illusion and makeup for the spring musical production. **There is a fee associated with this course.**

Symphonic Band- Intermediate and Advanced (yearlong elective) – 1.0 CU

Prerequisite: Audition and Director recommendation

Students in Symphonic Band will continue to progress on their chosen instrument using proper posture, breathing technique, playing techniques, and demonstrating the proper care for their instrument. They will continue to progress in their reading of music notation and will compare, contrast, and critique music performed in class and will give suggestions for improvement. Students will also be responsible for some performance obligations with the band at Mill Springs, and may be required to perform in other venues. Performers will be able to demonstrate contribution in a positive manner to the group effort of making music including attending class regularly with music and equipment, completing homework assignments, actively participating in class and all performances. They will be able to respond to conducting patterns, cues, and interpretive gestures. The musicians will also be able to demonstrate appropriate concert etiquette as an actively involved performer. Participants will be able to demonstrate the ability to adjust intonation either individually or within the ensemble by compensating harmonic structure or melodic lines through embouchure or fingering manipulations with director or technological assistance and will be able to demonstrate knowledge of the instrument being studied by identifying and repairing minor instrument problems. They will be able to prepare and perform repertoire representing diverse world cultures, historical periods, and styles. Students will be able to demonstrate a clear understanding of musicality through the use of correct phrasing, shaping, and direction of musical line, dynamics, and expressive nuance throughout a performance. Students will be able to identify and define standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. They will be able to describe similarities and differences in the meanings of common terms used in music, art, dance, and drama. Music terminology could include the following: color, movement, line, expression, rhythm, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, history, and culture.

Technical Theatre I (semester elective) – 0.5 CU

Prerequisite: Stagecraft III or student may interview with the teacher and demonstrate tool skills in order to advance without the prerequisite; \$40.00 supply fee

In Technical Theater I, students in grades 9 -12 will work on construction, sound, and lighting projects for MSA events. These projects will be complex in nature and require students to lift heavy objects. Students will be required to take on tech crew positions for MSA productions that include, but are not limited to, sound board operator, light board operator, running crew, props master, etc. Students are required to provide work clothes so as not to ruin uniforms. Students must be prepared to work hard and have fun. This class is a prerequisite of Technical Theater II.

Technical Theatre II (semester elective) – 0.5 CU

Prerequisite: Technical Theatre I or student may interview with the teacher and demonstrate tool skills in order to advance without the prerequisite; \$40.00 supply fee

In Technical Theater II students in grades 9 -12 will work on construction, sound and lighting projects for MSA events. These projects will be complex in nature and require students to lift heavy objects. Students in this class will be required to take on tech crew positions for MSA productions that include, but are not limited to, stage manager, assistant stage manager, assistant director, special effects charge, etc. Students are required to provide work clothes so as not to ruin uniforms. Students must be prepared to work hard and have fun.



Theatre Ensemble Performance Project (semester elective) – 0.5CU

Prerequisites: Juniors and seniors who have already participated in at least two MSA theatre productions (One Act Play and/or spring musical); course requires teacher recommendation or permission

This course provides experienced juniors and seniors the opportunity to sharpen the skills they have already developed in the Theatre. As a class, students will develop a "thesis" project which will hone their wide range of acting, technical, and production talents. Throughout the semester, students will create a live theatrical event, with students involved at every level and in every role. Students will be pushed to think creatively about how and where theatre can be performed, while filling, expanding and showcasing the roles of lead actors, designers, and even director.

Theatre Design I (semester elective) – 0.5 CU; \$40.00 supply fee

This class is an introduction to theatrical design. The approach is very hands-on, so being artistic and thinking “outside the box” is a must! Students will learn about lighting design, scenic design, sound design, costume design and will do a large project for each design unit. All projects will be PHYSICAL projects such as collages, sculptures, items for stage, drawings, etc. The sound unit will involve basic acting and movement. Students will be required to provide basic materials and will begin building their own design kits. There is a fee associated with this class.

Theatre Design II (semester elective, Grades 9 - 12) – 0.5 CU

Prerequisite: Theatre Design I; \$40.00 supply fee

Students will be exploring many different aspects of scenic, lighting, costume and sound design in this class. Assignments and lessons will range from the theoretical to the practical. This is an ideal class for anyone with a creative eye and mind, theatre artist or not! We will play with and get acquainted with color, aspects of light, dimensions of sound, as well as creating costumes and designs. Students will also take at least one field trip to a professional show where they will be able to examine the aspects of design in a professional show.

Theatre, Film, and Culture (semester elective) – 0.5 CU

This course analyzes the essential differences between theatrical and cinematic approaches to drama, and the cultural impact each approach can have. Through selected play/film combinations, the course looks at how the director uses actors and the visual languages of the stage and screen to guide and stimulate the audience’s responses. Students will also explore the principles of theatre and film appreciation and analysis through readings, directed class discussions, and viewing of films and film excerpts. Plays and films discussed will all have a cultural and social component that will be a point of intense focus. Students will have the opportunity to explore these facets of society in depth as the class progresses.

Theatre Production (semester elective) - 0.5 CU

Prerequisite: Audition

This course produces a full- scale musical during the spring semester. Students must audition and be cast in the musical and will work closely with a director, musical director and choreographer to learn the music, dances and to develop their characters. After school rehearsals are required. Students gain a well- rounded theatrical stage experience.

FINE ARTS - VISUAL

MIDDLE (GRADES 5 – 6)

Middle Art I (semester elective); \$40.00 supply fee

Middle Art I provides students with the basics of drawing, painting, pottery, sculpture and art history. The students will work on 5-8 projects throughout the semester. Each project description leaves room for creativity and exploration, yet still follows specific required curriculum needs. The students explore value, color and other elements and principles in two and three – dimensional works, as well as in art history. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students will exhibit work around the school, at various school functions and at the annual Studio Arts Gallery.

Middle Art II (semester elective)

Prerequisite: Middle Art I; \$40.00 supply fee

Middle Art II provides students with the basics of drawing, painting, pottery, and sculpture and art history and allows the students the opportunity to build on their previous skills learned in Middle Art I. The students are guided through 5-8 projects focusing on skills such as observational drawing, value drawing, perspective drawing, color theory painting and sculptural techniques. Each project description leaves room for creativity and exploration, yet still follows specific required curriculum needs. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students will exhibit work around the school, at various school functions and at the annual Studio Arts Gallery.

Middle Art III (semester elective)

Prerequisite: Middle Art I, II; \$40.00 supply fee

Middle School Art III provides students with projects based on drawing, painting, pottery, sculpture and art history which are similar to but more advanced than Art I and II projects. Each student is guided through 5-8 projects focusing on skills such as observational drawing, value drawing, perspective drawing, color theory painting and sculptural techniques. Each project description in Art III encourages students to create, problem solve and explore their own artistic voice, yet still follows specific required curriculum needs. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students will exhibit work around the school, at various school functions and at the annual Studio Arts Gallery.

PREUPPER SCHOOL/COMMUNICATION ARTS (GRADES 7 - 8)

Note: Students are required to take one semester of either a Visual or Performing Arts elective during their 2 years (7th and 8th grades) in PreUpper School/Communication Arts School

Introduction to Animation (semester elective); \$40.00 supply fee

This class is designed to introduce the student to the basics of animation. Students will learn how to use drawing techniques, photography, and storytelling and animation principles to create different forms of animation through various media. The class will look briefly at the history of animation and the tools and techniques used by professionals today. We will begin by working on simple traditional hand methods of animation such as flip books then advance to stop motion and digital processes. The class will consist of demonstrations, viewing related works, hands-on experimentation, group work and critique.

American Crafts (semester elective); \$40.00 supply fee

American Crafts is an art class based primarily on discovering the types of art that can be categorized as American Crafts. The students will be introduced to various craft mediums to include Ceramics, Glass Art, Jewelry, Weaving and Fiber Art. They will learn the required techniques to work with these different mediums and will create their own works of art through guided projects. After learning the basics of each, the students will be given the opportunity for further exploration in their desired medium of choice. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students will exhibit work around the school, at various school functions and at the annual Studio Arts Gallery.

Art I (semester elective); \$40.00 supply fee

Art I students follow a specific project checklist. Each project description leaves room for creativity and exploration, yet still follows specific required curriculum needs. The students explore value, color and other elements and principles in two and three dimensional works, as well as in art history and block printing. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester.

Art II (semester elective); \$40.00 supply fee

Art II students follow a specific project checklist. Each project description leaves room for creativity and exploration, yet still follows specific required curriculum needs. More in depth than in Art I, the students explore value, color and other elements and principles in two and three dimensional works, as well as in self-portraiture, art history and two-color block printing. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester.

Art III (semester elective); \$40.00 supply fee

Art III students follow a specific project checklist. Each project description leaves room for creativity and exploration, yet still follows specific required curriculum needs. In greater depth than Art I and II, the students explore value, color and other elements and principles in two and three dimensional works, as well as in art history, the human figure, and photographic imagery. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester.

Art IV (semester elective); \$40.00 supply fee

Art IV students follow a specific project checklist. Each project description leaves room for creativity and exploration, yet still follows specific required curriculum needs. In greater depth than Art I - III, the students explore value, color and other elements and principles in two and three dimensional works, as well as art school criteria, self-portraiture, art history and specific drawing techniques. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester.

Art V (semester elective); \$40.00 supply fee

Art V students follow a project list specific to their own area of interests and needed growth. Each student entering Art V researches areas of interest and assesses future career/art related goals for the future. The student then meets with the art teacher to decide a plan of what is best for the student artist to study/create/research during the semester. Also, the student is expected to be a mentor to the other art students in the studio, in whatever capacity may present itself during class in the studio. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester

Art VI (semester elective); \$40.00 supply fee

Art VI students follow a project list specific to their own area of interests and needed growth. Each student entering Art VI researches areas of interest and assesses future career/art related goals for the future. The student then meets with the art teacher to decide a plan of what is best for the student artist to study/create/research during the semester. Also, the student is expected to be a mentor to the other art students in the studio, in whatever capacity may present itself during class in the studio. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester.

Art VII (semester elective); \$40.00 supply fee

Art VII students follow a project list specific to their own area of interests and needed growth. Each student entering Art VII researches areas of interest and assesses future career/art related goals for the future. The student then meets with the art teacher to decide a plan of what is best for the student artist to study/create/research during the semester. Also, the student is expected to be a mentor to the other art students in the studio, in whatever capacity may present itself during class in the studio. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester.

Art in the Community (semester elective)

Art in the Community is designed for the artist to create art that will have a use within the community. For example, art and decorative elements for the Communication Arts Festival may be created. Props and decorations for the 9th-12th grade MSA prom may be created. Also, posters, set design, props, and visual promotion pieces for the Lower School drama performance and 7th-12th grade Spring Musical may be created. Students will follow the needs of the school as outlined by art teacher and Theater Director. A vast array of materials will be used during this class. All artwork created will be created for the community, not for the individual, although some pieces may be available for artist to keep. Teamwork, safety and attention to the needs of others will be highlighted.

Ceramics I (semester elective); \$40.00 supply fee

Ceramics I builds basic skills of pottery and hand building with clay. Students create pinch pots, coil pottery, slab-built pottery, pottery that combines various techniques, and wheel thrown pots. They also work with clay to create utilitarian pieces. The students are introduced the drying process, clay recycling, glaze application, sprig design, texturing surfaces, proper handling of green ware and bisque ware, loading the kiln, etc. Students also learn to find positive characteristics of others' work and of their own. Students will exhibit work around the school, at various school functions and at the annual Studio Arts Gallery.

Ceramics II (semester elective); \$40.00 supply fee

Ceramics II builds on the basic skills of pottery and hand building with clay that were learned in Ceramics I. Students create pinch pots, coil pots, slab-build pots, and wheel thrown pots at a more advanced level than the previous semester. They also work with clay to create a hand built sculpture, two interacting pieces, a place setting, and slab built sculpture. The students are expected to 'teach' and model the aspects of the drying process, clay recycling, glaze application, sprig design, texturing surfaces, proper handling of green ware and bisque ware, loading the kiln, etc. to the Ceramics I students. Students also learn to find positive characteristics of others' work and of their own work and will exhibit work around the school, at various school functions and at the annual Studio Arts Gallery.

Creativity (semester elective); \$40.00 supply fee

Creativity is finding a new way to answer an old question. In the 21st century, creativity is the new standard. Problem-solving, effective communication and an open outlook are all part of creativity and the use of it. This Creativity course will challenge the participant while using a range of modalities. Students will experiment with painting, drawing, mixed media sculpture, writing poetry and short stories, and creating dialogue through movement and sound. In this class, the student will be pushed to the extremes of what they think is good, what they think is the best way to communicate, and what they think is even possible.

Digital Photography (semester elective); supply fee

This course will introduce students to the world of photography by using technology as a digital darkroom. In this course, students will practice the basic principles of photography, photo composition, and digital manipulation. Students will be introduced to the basic skills of Adobe Photoshop to aid in their production of art work and final photographic portfolio. A digital camera is recommended but not essential as a cell phone camera will suffice. This course requires an art fee.

Graphic Media Design (semester elective); \$40.00 supply fee

Graphic Media Design is an art class based primarily on discovering how to recognize and produce the type of visual art that surrounds us every day, art that fits into the category of graphic design. Students will be instructed on how to create practical application art for use in flyers, posters and t-shirts to advertise MSA Fine Arts musical and drama performances, Art Shows and more. Students will also be given specific visual tasks creating graphics or photo enhancements with defined deadlines for completion of the work. Students will research and sketch multiple ideas, then create the final designs using traditional art mediums, computer generated graphics and screen printing. Students will have the opportunity to work in various programs such as Publisher, Paint Shop Pro, InkScape, Adobe Illustrator and Adobe Photoshop.

Sculpture I (semester elective); \$40.00 supply fee

Sculpture I encompasses many aspects of the art world. Each student in the class will follow a specific project checklist. Group, pair and individual projects will be completed. The students utilize class and researched information to inspire and plan their own sculptures with an emphasis on expressive, social, and utilitarian design. Students use sketchbooks to organize their ideas. Students produce sculpture within constraints of selected problems using a wide variety of materials (wood, wire, plaster, clay, Styrofoam, plastic, cardboard, recycled tech parts, found objects, papers, etc.). Students complete self-assessments to allow for reflection regarding performance and progress. Students photograph completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery.

Sculpture II (semester elective, Grades 8 -12)

Prerequisite: *Sculpture I, recommendation of teacher; \$40.00 supply fee*

Sculpture II explores a greater depth of creativity and expression than Sculpture I. Each student in the class will follow a specific project checklist. Sculpture students research sculptors from different eras throughout history and as they pertain to specified projects. The students utilize this information to inspire and plan their own sculptures with an emphasis on expressive, social, and utilitarian design. Students use sketchbooks to organize their ideas. Students produce sculpture within constraints of selected problems using a wide variety of materials (photography, wood, wire, plaster, clay, Styrofoam, plastic, cardboard, papers, etc.). Students complete self-assessments to allow for reflection regarding performance and progress. Students photograph completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery.

Sculpture III (semester elective, Grades 8-12)

Prerequisite: *Sculpture I, II and recommendation of teacher; \$40.00 supply fee*

Sculpture III explores a greater depth of creativity and expression than Sculpture I and II. Sculpture III students are expected to use their studio experience to mentor the other Sculpture students. Sculpture III students also follow a specific project checklist. Sculpture students research sculptors as they pertain to the specified projects. The students utilize this information to inspire and plan their own sculptures with an emphasis on expressive, social, and utilitarian design. Students use sketchbooks to organize their ideas. Students produce sculpture within constraints of selected problems using a wide variety of materials (wood, wire, plaster, clay, Styrofoam, plastic, cardboard, papers, etc.). Students complete self-assessments to allow for reflection regarding performance and progress. Students photograph completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery.

**COMMUNICATION ARTS/UPPER (GRADES 9 – 12)****Introduction to Animation (semester elective) – 0.5 CU; \$40.00 supply fee**

This class is designed to introduce the student to the basics of animation. Students will learn how to use drawing techniques, photography, storytelling and animation principles to create different forms of animation through various media. The class will look briefly at the history of animation and the tools and techniques used by professionals today. We will begin by working on simple traditional hand methods of animation such as flip books then advance to stop motion and digital processes. The class will consist of demonstrations, viewing related works, hands-on experimentation, group work and critique.

American Crafts (semester elective) – 0.5 CU; \$40.00 supply fee

American Crafts is an art class based primarily on discovering the types and of art that can be categorized as American Crafts. The students will be introduced to various craft mediums to include Ceramics, Glass Art, Jewelry, Weaving and Fiber Art. They will learn the required techniques to work with these different mediums and will create their own works of art through guided projects. After learning the basics of each, the students will be given the opportunity for further exploration in their desired medium of choice. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students will exhibit work around the school, at various school functions and at the annual Studio Arts Gallery.

Art Aide (semester elective) - 0.5 CU***Prerequisite: recommendation of teacher;***

Student will help in the art studio. Responsibilities include being a strong role model and helper during Lower School art classes, typing, paperwork, photographing, and other small art studio tasks.

Art I (semester elective) – 0.5 CU; \$40.00 supply fee

Art I students follow a specific project checklist. Each project description leaves room for creativity and exploration, yet still follows specific required curriculum needs. The students explore value, color and other elements and principles in two and three – dimensional works, as well as in art history and block printing. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester.

Art II (semester elective) – 0.5 CU; \$40.00 supply fee

Art II students follow a specific project checklist. Each project description leaves room for creativity and exploration, yet still follows specific required curriculum needs. More in depth than in Art I, the students explore value, color and other elements and principles in two and three dimensional works, as well as in self-portraiture, art history and two-color block printing. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester.

Art III (semester elective) – 0.5 CU; \$40.00 supply fee

Art III students follow a specific project checklist. Each project description leaves room for creativity and exploration, yet still follows specific required curriculum needs. In greater depth than Art I and II, the students explore value, color and other elements and principles in two and three dimensional works, as well as in art history, the human figure, and photographic imagery. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester.

Art IV (semester elective) – 0.5 CU; \$40.00 supply fee

Art IV students follow a specific project checklist. Each project description leaves room for creativity and exploration, yet still follows specific required curriculum needs. In greater depth than Art I - III, the students explore value, color and other elements and principles in two and three dimensional works, as well as art school criteria, self-portraiture, art history and specific drawing techniques. Students utilize sketchbooks throughout the semester for their research and preliminary sketch work. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester.

Art V (semester elective) – 0.5 CU; \$40.00 supply fee

Art V students follow a project list specific to their own area of interests and needed growth. Each student entering Art V researches areas of interest and assesses future career/art related goals for the future. The student then meets with the art teacher to decide a plan of what is best for the student artist to study/create/research during the semester. Also, the student is expected to be a mentor to the other art students in the studio, in whatever capacity may present itself during class in the studio. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester

Art VI (semester elective) – 0.5 CU; \$40.00 supply fee

Art VI students follow a project list specific to their own area of interests and needed growth. Each student entering Art VI researches areas of interest and assesses future career/art related goals for the future. The student then meets with the art teacher to decide a plan of what is best for the student artist to study/create/research during the semester. Also, the student is expected to be a mentor to the other art students in the studio, in whatever capacity may present itself during class in the studio. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester.

Art VII (semester elective) – 0.5 CU; \$40.00 supply fee

Art VII students follow a project list specific to their own area of interests and needed growth. Each student entering Art VII researches areas of interest and assesses future career/art related goals for the future. The student then meets with the art teacher to decide a plan of what is best for the student artist to study/create/research during the semester. Also, the student is expected to be a mentor to the other art students in the studio, in whatever capacity may present itself during class in the

studio. Students photograph each completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery and at other school wide functions throughout the semester.

Art History (semester elective) - 0.5 CU

Art History is designed to give students a basic look at art through the ages, from its beginnings in the caves of Europe, through the various developments and civilizations that shape our lives and our art today. Using photos and text, students will learn about early man, how and why his art began. Students will then study early civilizations and the “New Stone Age”, where man began to plant and build, the kingdoms of Egypt, Mesopotamia, Babylonia, Persia, Greece and, finally, Rome. To help them better visualize and understand what they are studying, students will create their own artwork. Based on information and images introduced in class, students will create their own versions of cave paintings, primitive masks and ancient coins. They will each create a detailed drawing or painting of an important artifact or structure (from a list of choices) such as the Great Sphinx, the bust of Queen Nefertiti, the Lion Gate (from Mycenae), or the Parthenon. As a team-building project, students will pool their talents to re-create an ancient structure such as a Greek temple or Roman aqueduct. The project grade (team grade) depends upon each team member’s effort and participation. Group critiques are held periodically to discuss various projects and finished art is displayed during the school-wide art exhibit held each semester.

Art in the Community (semester elective) – 0.5 CU

This course is designed for the artist to create art that will have a use within the MSA community – posters, set design, props, and visual promotion pieces. Students will follow the needs of the school as outlined by art teacher. A vast array of materials will be used during this class. All artwork created will be created for the community, not for the individual. Teamwork and attention to the needs of others will be highlighted.

Ceramics I (semester elective) – 0.5 CU; \$40.00 supply fee

Ceramics I builds basic skills of pottery and hand building with clay. Students create pinch pots, coil pottery, slab-built pottery, pottery that combines various techniques, and wheel thrown pots. They also work with clay to create utilitarian pieces. The students are introduced the drying process, clay recycling, glaze application, sprig design, texturing surfaces, proper handling of green ware and bisque ware, loading the kiln, etc. Students also learn to find positive characteristics of others’ work and of their own. Students will exhibit work around the school, at various school functions and at the annual Studio Arts Gallery

Ceramics II (semester elective) – 0.5 CU; \$40.00 supply fee

Ceramics II builds on the basic skills of pottery and hand building with clay that were learned in Ceramics I. Students create pinch pots, coil pots, slab-built pots, and wheel thrown pots at a more advanced level than the previous semester. They also work with clay to create a hand built sculpture, two interacting pieces, a place setting, and slab built sculpture. The students are expected to ‘teach’ and model the aspects of the drying process, clay recycling, glaze application, sprig design, texturing surfaces, proper handling of green ware and bisque ware, loading the kiln, etc. to the Ceramics I students. Students also learn to find positive characteristics of others’ work and of their own work and will exhibit work around the school, at various school functions and at the annual Studio Arts Gallery.

Creativity (semester elective) – 0.5 CU; \$40.00 supply fee

Creativity is finding a new way to answer an old question. In the 21st century, creativity is the new standard. Problem-solving, effective communication and an open outlook are all part of creativity and the use of it. This Creativity course will challenge the participant while using a range of modalities. Students will experiment with painting, drawing, mixed media sculpture, writing poetry and short stories, and creating dialogue through movement and sound. In this class, the student will be pushed to the extremes of what they think is good, what they think is the best way to communicate, and what they think is even possible.

Digital Photography (semester elective) – 0.5 CU; supply fee

This course will introduce students to the world of photography by using technology as a digital darkroom. In this course, students will practice the basic principles of photography, photo composition, and digital manipulation. Students will be introduced to the basic skills of Adobe Photoshop to aid in their production of art work and final photographic portfolio. A digital camera is recommended but not essential as a cell phone camera will suffice. This course requires an art fee.

Graphic Media Design (semester elective) – 0.5 CU; \$40.00 supply fee

Graphic Media Design is an art class based primarily on discovering how to recognize and produce the type of visual art that surrounds us every day, art that fits into the category of graphic design. Students will be instructed on how to create practical

application art for use in flyers, posters and t-shirts to advertise MSA Fine Arts musical and drama performances, Art Shows and more. Students will also be given specific visual tasks creating graphics or photo enhancements with defined deadlines for completion of the work. Students will research and sketch multiple ideas, then create the final designs using traditional art mediums, computer generated graphics and screen printing. Students will have the opportunity to work in various programs such as Publisher, Paint Shop Pro, InkScape, Adobe Illustrator and Adobe Photoshop.

Graphic Media Design II (semester elective) - 0.5 CU; \$40.00 supply fee

Graphic Media Design II is an art class based primarily on building on the skills learned in Graphic Media Design I. Students will be instructed on how to use Adobe Creative Cloud programs such as Illustrator, Adobe Photoshop and InDesign to create creative digital designs. The students will learn how to apply the principles of design to create logos, advertisements and enhanced photo manipulations. Students will also be given specific visual tasks creating graphics with defined deadlines for completion of the work. Students will research and sketch multiple ideas, then create the final designs using computer generated graphics.

Open Studio (semester elective, Grades 9 - 12) – 0.5 CU

Prerequisite: Recommendation of Director of Fine Arts; \$40.00 supply fee

Open Studio is an opportunity for dedicated, engaged art students to utilize time in the art studio in a way that allows for freedom of choice within their work. Students develop plans for projects and once the plans are approved, create work that does not follow a specific curriculum checklist. Opportunities to create work and offer assistance for specific events, fundraisers, and mentors are available within this class.

Sculpture I (semester elective) – 0.5 CU; \$40.00 supply fee

Sculpture I encompasses many aspects of the art world. Each student follows a specific project checklist. Group, pair and individual projects will be completed. The students utilize class and researched information to inspire and plan their own sculptures with an emphasis on expressive, social, and utilitarian design. Students use sketchbooks to organize their ideas. Students produce sculpture within constraints of selected problems using a wide variety of materials (wood, wire, plaster, clay, Styrofoam, plastic, cardboard, recycled tech parts, found objects, papers, etc.). Students complete self-assessments to allow for reflection regarding performance and progress. Students photograph completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery.

Sculpture II (semester elective, Grades 8 -12) – 0.5 CU for grades 9-12

Prerequisite: Sculpture I, recommendation of teacher; \$40.00 supply fee

Sculpture II explores a greater depth of creativity and expression than Sculpture I. Each student follows a specific project checklist. Sculpture students research sculptors from different eras throughout history and as they pertain to specified projects. The students utilize this information to inspire and plan their own sculptures with an emphasis on expressive, social, and utilitarian design. Students use sketchbooks to organize their ideas. Students produce sculpture within constraints of selected problems using a wide variety of materials (photography, wood, wire, plaster, clay, Styrofoam, plastic, cardboard, papers, etc.). Students complete self-assessments to allow for reflection regarding performance and progress. Students photograph completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery.

Sculpture III (semester elective, Grades 8-12) – 0.5 CU for grades 9-12

Prerequisite: Sculpture I, II and recommendation of teacher; \$40.00 supply fee

Sculpture III explores a greater depth of creativity and expression than Sculpture I and II. Sculpture III students are expected to use their studio experience to mentor the other Sculpture students. Sculpture III students follows a specific project checklist. Sculpture students research sculptors as they pertain to the specified projects. The students utilize this information to inspire and plan their own sculptures with an emphasis on expressive, social, and utilitarian design. Students use sketchbooks to organize their ideas. Students produce sculpture within constraints of selected problems using a wide variety of materials (wood, wire, plaster, clay, Styrofoam, plastic, cardboard, papers, etc.). Students complete self-assessments to allow for reflection regarding performance and progress. Students photograph completed artwork for individual digital portfolios. Students will exhibit work in the annual Studio Arts Gallery.

MATHEMATICS

COMMUNICATION ARTS/UPPER (GRADES 9 – 12)

Personal Finance (semester elective) – 0.5CU

Prerequisite: Juniors and Seniors

The Personal Finance course at Mill Springs is designed to provide students with a basic understanding of the skills they will need to have a successful financial life, beginning with their first relatively independent period of life: graduating from high school and moving on to college or getting a job. Students are taught that learning and applying the basics of how to correctly handle their money from the start of their financial lives will ensure that they will be able to live comfortably, provide for their families, and be able to retire at the end of their working careers relatively financially secure...no matter what level of income they achieve and despite almost any of the bumps in their financial roads that will occur.

Statistics (yearlong course) – can earn either core math credit or elective credit – 1.0 CU

Prerequisite: Juniors and Seniors

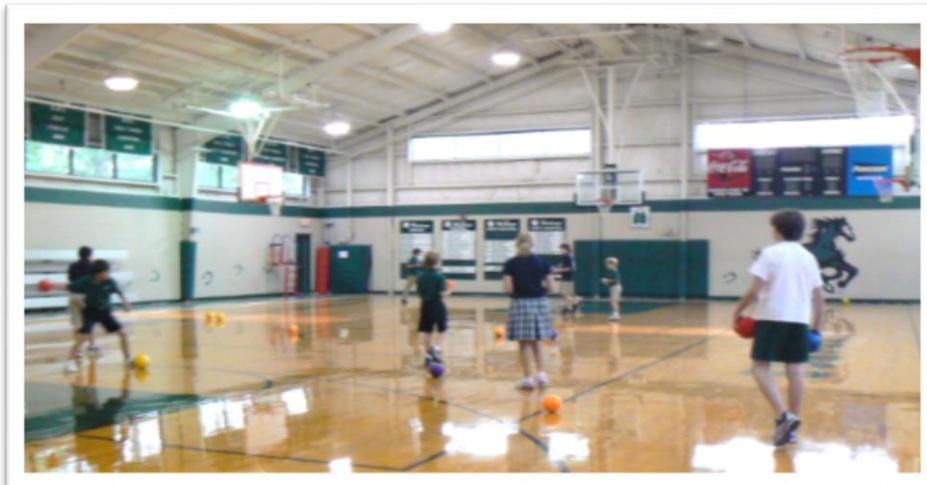
In the number explosion around us, the buzzword is "data," as in, "Do you have any data to support your claim?" But the field of statistics is not just about data. Statistics is the entire process involved in gathering evidence to answering questions about the world, in cases where that evidence happens to be numerical data. This semester-long statistics course will include practical and intuitive explanations of statistical principles, research methodologies, data analysis, and hypothesis testing. Clear and concise step-by-step procedures that intuitively explain how to work through statistics problems will be utilized. The focus will be on demonstrating the application of these topics in everyday situations.

PHYSICAL EDUCATION (PE)

MIDDLE (GRADES 5 – 6)

PE (semester elective)

Students play developmentally appropriate games and activities to foster skill development and increased levels of fitness. These activities are selected to provide students maximum opportunities for skill improvement, participation and fitness level enhancement. During physical education course work the emphasis is placed on having fun, teaching rules and strategies of games, participation, increasing fitness levels while working on sportsmanship and good citizenship. A primary focus is to use games, skill drills and activities that involve students at all skill levels. This allows the student to increase self-improvement and self-confidence with an emphasis on cooperation rather than competition. Participation includes warm-up (walking/running one mile), skill building activities in a specific area of study and game play. The physical education course is designed with activities that will lead to a healthy maintenance of leisure activities.



PREUPPER SCHOOL/COMMUNICATION ARTS (GRADES 7 - 8)

Note: Students are required to take one semester of PE

Mindfulness with Yoga (semester elective)

This program will focus on helping students to develop skills to not overly react or become overwhelmed by what is going on around them. Mindfulness has been proved to help reduce stress and anxiety. The practice of mindfulness increases the positive relationship between mental and physical health.

Personal Fitness and Conditioning (semester elective)

The intent of this class is for students to learn the foundational pillars of fitness; Nutrition, Flexibility, Cardiovascular & Muscular Strength. Students learn to practically apply patterns of regular participation in meaningful physical activity. Students will learn the importance and fundamentals in developing an active, healthy lifestyle that could help prevent a variety of potential health problems. Understanding develops from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity and nutrition on the physical and psychological health of the body.

PE (semester elective)

Students play developmentally appropriate games and activities to foster skill development and increased levels of fitness. These activities are selected to provide students maximum opportunities for skill improvement, participation and fitness level enhancement. During physical education course work the emphasis is placed on having fun, teaching rules and strategies of games, participation, increasing fitness levels while working on sportsmanship and good citizenship. A primary focus is to use games, skill drills and activities that involve students at all skill levels. This allows the student to increase self-improvement and self-confidence with an emphasis on cooperation rather than competition. Participation includes warm-up (walking/running one mile), skill building activities in a specific area of study and game play. The physical education course is designed with activities that will lead to a healthy maintenance of leisure activities.

COMMUNICATION ARTS/UPPER (GRADES 9 – 12)

Note: Students are required to take one semester of PE and one semester of Health

Mindfulness with Yoga (semester elective)-0.5 CU

This program will focus on helping students to develop skills to not overly react or become overwhelmed by what is going on around them. Mindfulness has been proved to help reduce stress and anxiety. The practice of mindfulness increases the positive relationship between mental and physical health.

Personal Fitness and Conditioning (semester elective) - 0.5 CU

The intent of this class is for students to learn the foundational pillars of fitness; Nutrition, Flexibility, Cardiovascular & Muscular Strength. Students learn to practically apply patterns of regular participation in meaningful physical activity. Students will learn the importance and fundamentals in developing an active, healthy lifestyle that could help prevent a variety of potential health problems. Understanding develops from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity and nutrition on the physical and psychological health of the body.

PE (semester elective) – 0.5 CU

The physical education curriculum at the high school level focuses on the teaching of skills, acquisition of knowledge, and development of attitudes through human movement. The teaching strategies employed in the course provide a balance of activities grouped as team and individual sports, lifetime sports, and strength/aerobic conditioning, to display good sportsmanship and to work productively with a partner or team. Students are expected to demonstrate responsible decision-making skills and to have fun. This program is designed and conducted to meet the needs and interests of each student.

Health (Grades 9-12) – 0.5 CU

The Health course will seek to expand the student's level of knowledge and understanding in the areas of health and wellness. Topic outlines will include: Focus, Nutrition, Stress, Disease and Disorders, Personal Fitness and Exercise, Substance Abuse, Alcohol Abuse, and Human Sexuality. Students will also have a Teen Auto Safety Video series.

SCIENCE

PREUPPER/COMMUNICATION ARTS (GRADES 7 - 8)

Coral Lab (semester elective)

This course focuses on enriching the student's knowledge of the coral reef ecosystem and the criticality of its health to the global, marine environment. Utilizing a hands-on approach, students will learn to maintain our lab's multiple coral and marine habitats, propagate various coral species to foster rehabilitation, catalog and record seawater parameters, and develop a greater appreciation of oceanographic awareness and the marine sciences. Participants must be willing to handle, feed, and care for numerous marine creatures on a bi-weekly basis and must be willing to work with small-scale power and hand tools, as well as precise surgical instruments (for coral propagation) under the direct supervision of their instructor. Students will be evaluated through their ability to work cooperatively, effectively, and responsibly within a laboratory environment and will develop a scientifically-written, laboratory portfolio throughout the semester.

STEM (semester elective)

STEM (science, technology, engineering and mathematics) education involves hands-on activities that require creative thinking, an environment that is well-suited for students with ADHD. Through our STEM program and in a dedicated STEM lab, we will offer courses such as robotics, coding, programming, design thinking, and other courses that require students to make the connections between the classroom and the world around them.



COMMUNICATION ARTS/UPPER (GRADES 9 – 12)

Note: May be taken for elective or science credit; students may take more than one science elective

Anatomy and Physiology – Lab Science (yearlong elective) – 1.0 CU

In Anatomy and Physiology, students will learn the basic terminology that highlights the differences between Anatomy and Physiology; chemical structure of cells, types and functions of the tissues, nervous, heart, blood, endocrine system, circulation, skeletal, muscular and reproductive systems, and the basics of human development. Emphasis is placed on the interrelationship between the systems of the body and how they maintain homeostasis. Labs and field work are an essential part of this science course. All labs are written utilizing the scientific method. Students are also updated with the current events and information through class discussions and the internet.

AP Environmental Science (yearlong elective) – 1.0 CU

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students

identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. The AP Environmental Science course outlined in this framework reflects learning that analyzes environmental concepts and processes to achieve understanding in order to propose and justify solutions to environmental problems. It also provides opportunities to practice applying scientific methods to practical, real-life problems.

Coral Lab (semester elective) - .05 CU

This course focuses on enriching the student's knowledge of the coral reef ecosystem and the criticality of its health to the global, marine environment. Utilizing a hands-on approach, students will learn to maintain our lab's multiple coral and marine habitats, propagate various coral species to foster rehabilitation, catalog and record seawater parameters, and develop a greater appreciation of oceanographic awareness and the marine sciences. Participants must be willing to handle, feed, and care for numerous marine creatures on a bi-weekly basis and must be willing to work with small-scale power and hand tools, as well as precise surgical instruments (for coral propagation) under the direct supervision of their instructor. Students will be evaluated through their ability to work cooperatively, effectively, and responsibly within a laboratory environment and will develop a scientifically-written, laboratory portfolio throughout the semester.

Environmental Science – Lab Science (yearlong elective) – 1.0 CU

Investigations in Environmental Science's curriculum is based on the challenges of maintaining sustainable resources to support the demands of a growing population. It covers environmental science in the context of real-world cases of land-use, energy and water resources management. The course places the student in the role of an Environment Scientist. They are engaged in investigations of realistic problems in which they must make recommendations. Land Use focuses on population and resources, with a content emphasis on land use and ecology. Students investigate the challenges of land-use planning to minimizing impact on threatened ecosystems. As the earth's population continues to grow, there are many questions as to how we can sustain our world. Energy Generation focuses on the growing demand for energy with emphasis on fossil fuels and its effects on climate change. Students will explore alternative methods of generating electricity. Global warming has become a grave concern due to greenhouse gases produced by by-products of coal and oil. Are we serious about renewable energy if we incorporate new drilling techniques such as fracking? How will mankind move away from coal and oil as primary energy sources? Water Management is a case-based approach on the study of water resources. Students will learn about the relationships between water and soil: erosion, permeability, porosity and percolation. There is a direct relationship between population growth and water demand. How much water is wasted? What steps should we take to make the best use of water? What is the impact of pollution on our water?



Forensic Science – Lab Science (yearlong elective) – 1.0 CU

Forensic Science is the application of scientific knowledge to questions of civil and criminal law. This course is a lab-based, hands-on course that will explore what forensic scientists do. Students will learn modern forensic methods and use scientific methods to solve legal problems. The Forensic Science curriculum builds upon science concepts and how to apply science to the investigation of crime scenes. Students will learn the scientific protocols for analyzing a crime scene; how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence. This course will focus on collection and

analysis of crime scene evidence (such as serology, toxicology, entomology, odontology and trace evidence), and explore lab analysis techniques, (such as chromatography, DNA analysis, fingerprinting, and hair and footprint analysis). Since forensic scientists are also required to testify in court about their methods and analysis of evidence, the students will learn how forensic scientists clearly and concisely explain the results of the labs and techniques they use, and how they explain the significant results in lab reports. Finally, mock crime scenes will be investigated and real case studies analyzed.

STEM (semester elective) – 0.5CU

STEM (science, technology, engineering and mathematics) education involves hands-on activities that require creative thinking, an environment that is well-suited for students with ADHD. Through our STEM program and in a dedicated STEM lab, we will offer courses such as robotics, coding, programming, design thinking, and other courses that require students to make the connections between the classroom and the world around them.

SOCIAL STUDIES

PREUPPER/COMMUNICATION ARTS (GRADES 7 - 8)

Diversity (semester elective)

The Diversity course will offer a dynamic, nonpartisan perspective on domestic and international issues. Class resources will provide age-appropriate context, facts, and primary source documents to engage students in informed debate about current events, issues and the vocabulary and language of various topics. This Diversity class includes structured research into race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs and other ideologies. This course will focus on understanding diverse peoples and cultures and building bridges to those different from us. Students will be expected to discuss and participate in a positive, sensitive, mature manner. Students will be evaluated on their class participation in debates, presentations, class discussions, and projects.

COMMUNICATION ARTS/UPPER (GRADES 9 – 12)

AP Psychology (yearlong elective) – 1.0 CU

AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

Diversity Awareness (semester elective) – 0.5 CU

Prerequisite: Juniors and Seniors

Diversity Awareness recognizes and celebrates human differences, uniqueness and variety. Diversity Awareness encompasses race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs and other ideologies. This course will focus on understanding diverse peoples and cultures and building bridges and acceptance of those different from us. The end goal of this course is that each person accepts the unique qualities of themselves and others and foster positive relationships with people of different cultures and beliefs.

World Geography (semester elective) – 0.5 CU

This course investigates regions of the world and compares and contrasts the categories of natural, cultural, and political features found on maps. We also use a map to explain impact of geography on historical and current events; compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations; and identify locations of countries and their capitals. Pre-assessments will determine previous knowledge of locations (countries, continents, and oceans) from around the world.

TECHNOLOGY

MIDDLE (GRADES 5 – 6)

Computer Technology (semester elective)

This class focuses on the ISTE Standards for Students (International Society of Technology Educators) which encompasses: empowered learning, digital citizenship, knowledge construction, innovative designing, computational thinking, creative communicating, and global collaboration. Through the use of Google Classroom and assistive software, the students can research, discover and implement digital tools for learning and exploring local and global issues. Keyboarding is an integral part of the course work and the focus is on building accuracy and speed. Microsoft Office is explored through projects that introduce students to its many programs. RenWeb and MyMUSTANG are used to help students organize and evaluate their progress and learning goals.

PREUPPER/COMMUNICATION ARTS (GRADES 7 – 8)

Coding – Computer Technology (semester elective)

The goal for the course to learn basic principles and concepts that relate to coding and programming in its entirety, regardless of language. Gaming is used as a mechanism of instruction and interaction with the students. These all-encompassing basics of coding will help students relate and understand any future coding language that they may learn without confusing them with language specifics. Between the more theoretic content and playful interaction of the course, this class will illustrate the possibilities of programming as a possible career path without intimidating content.

Digital Citizenship (semester elective)

In our complex world, students need to be directly taught responsible technology usage. Teaching digital citizenship is essential to helping student achieve and understand digital literacy, as well as proactively addressing cyberbullying, online safety and digital responsibility.

COMMUNICATION ARTS/UPPER (GRADES 9 – 12)

AP Computer Science Principles (yearlong elective) – 1.0 CU

AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing. The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

Coding – Computer Technology (semester elective) – 0.5.CU

Prerequisite: Juniors and Seniors (9th and 10th graders with teacher permission)

In Computer Coding, students will be introduced to a disciplined approach to problem-solving methods and algorithm development using the .net language. The class will cover program design, coding, debugging, testing, and documentation using good programming style. Students will learn to use Microsoft Visual studio to create and compile programs. Guest speakers in the programming field will speak to the class throughout the semester in order to provide a foundation for further studies in computer science.

Digital Citizenship (semester elective) – 0.5CU

In our complex world, students need to be directly taught responsible technology usage. Teaching digital citizenship is essential to helping student achieve and understand digital literacy, as well as proactively addressing cyberbullying, online safety and digital responsibility.

ASSISTIVE TECHNOLOGY AT MILL SPRINGS ACADEMY

- Mill Springs Academy utilizes a wide variety of assistive technology tools to best meet the needs of our students. As a one-to-one laptop school, all students have access to a range of programs and applications for all classes. Digital copies of textbooks are available to all students and are copied to the students' laptops. Textbooks are in PDF format, and students can view their books or have them read to them using the *ClaroRead Plus*, which comes pre-loaded. *ClaroRead* also has applications that will colorize the background and foreground of the screen for easier viewing by students with Dyslexia, and magnification capabilities that make it easier for students with vision needs to better see content on the screen. Adobe Reader DC enables students to use "digital ink" to make notes, comments, etc. to their textbooks.
- Fiction books are available through *Bookshare*, allowing students to have a digital copy on their laptop and either read the book on the computer or have it read to them using the *ReadOutLoud* software installed on their machines. The software also allows students to annotate, bookmark, and change the viewing setting of the books.
- Several teachers utilize Mill Springs' Google for Education account. Teachers create Google Classrooms to connect and collaborate with students and have access to a plethora of Google apps and extensions with more added every day.

Examples of Available Software and Subscriptions—

With the nature of technology, this list is constantly being expanded and updated.

Windows 10

Office 2016 software suite

Google Classroom

Digital textbooks – through AMAC

Digital fiction – through Bookshare

WordQ/SpeakQ software suite

ClaroRead Plus software suite

Adobe Reader DC

Study Island

Khan Academy

BrainPOP

Flocabulary

TypingPal



Hardware

Laptops, Chromebooks, and Desktops

SmartBoards and Epson Brightlink interactive boards with projectors

Networked scanners, copiers and printers

Digital document cameras

HP wireless slates

Headphones and speakers

Livescribe Echo Pens

WordQ/SpeakQ Software Suite

ClaroRead Pro Software Suite

PDFAloud

Dragon Naturally Speaking

Windows 10

Audio Books

WORLD LANGUAGES

PREUPPER/COMMUNICATION ARTS (GRADES 7 - 8)

Note: Only courses taken in 9th through 12th grades are considered for the Hope Scholarship, on college applications, and for fulfilling MSA graduation requirements. All students will need two years of the same language in high school (9-12 grades) to graduate. For example: If a student takes Spanish I or Chinese I in PreUpper School, that student must still take two more years of the same world language courses in high school. PreUpper students who take a world language while in the PreUpper School will receive Carnegie Units for those courses (1.0 CU for one year of a world language).

Chinese I (yearlong elective) – 1.0 CU

Prerequisite: must be 8th grade student

The focus of Chinese I is to build and to develop students' skills in the areas of listening, speaking, reading, writing the Chinese language and delving deeper into Chinese culture.

Spanish I (yearlong elective) – 1.0 CU

Prerequisite: must be 8th grade student

Spanish I is designed to introduce students to the Spanish language and culture. This course will help students to speak and to understand Spanish. The culture and the customs of the people of the many nations who speak Spanish will be explored. Emphasis is placed on vocabulary and conjugation of the present tense of verbs.

COMMUNICATION ARTS/UPPER (GRADES 9 – 12)

Note: College prep students - 2 years of the same world language are required for graduation (minimum requirements) unless waived by testing.

American Sign Language I (yearlong elective) – 1.0 CU

In American Sign Language, students will learn to "talk with their hands" and "listen with their eyes." This course teaches basic signs and hand parameters in American Sign Language (ASL). The course practices visual comprehension, signing, and basic expressive and receptive skills. It teaches the glossing system for written ASL and uses class and extracurricular activities to teach the cultural aspects of ASL and the deaf culture. Nonverbal communication is an intense activity that demands total attention and active participation, both expressively and receptively, and so students will not only be learning another language but will also be building their ability to concentrate. ASL meets world language graduation requirements.

American Sign Language II (yearlong elective) – 1.0 CU

This course continues the study and practice of basic skills initiated in ASL 1. It emphasizes comprehending, signing, developing receptive skills, and using the glossing system for written ASL. Interactive and extracurricular activities increase understanding of ASL and the deaf culture. Nonverbal communication is an intense activity that demands total attention and active participation, both expressively and receptively, and so students will not only be learning another language but will also be building their ability to concentrate. ASL II meets world language graduation requirements and HOPE rigor requirements.

Chinese I (yearlong elective) – 1.0 CU

The focus of Chinese I is to build and to develop students' skills in the areas of listening, speaking, reading, writing the Chinese language and delving deeper into Chinese culture.

Chinese II (yearlong elective) – 1.0 CU

Prerequisite: Chinese I

Chinese II will continue developing the skills gained during Chinese I, with a focus on building more extensive listening, speaking, reading and writing skills. During this course, students will continue to improve and expand their Chinese language survival skills in order to be prepared for possible travel in China.

Chinese III (yearlong elective) – 1.0 CU

Prerequisite: Chinese I, II

Chinese III will continue developing the skills gained during Chinese II, with a focus on building more extensive listening, speaking, reading and writing skills. During this course, students will continue to improve and expand their Chinese language survival skills in order to be prepared conversations with Chinese Language speakers in the USA, for possible travel in China and for taking Chinese placement tests and Chinese courses in college.

Chinese IV (yearlong elective) – 1.0 CU

Prerequisite: Chinese I, II, III

This course is designed for advanced Chinese students. The focus of this course is to bring students even closer to conversational fluency. Chinese IV has a greater focus on conversational and survival Chinese. By the end of this course students will have a command of over 600 Chinese words and characters.

Spanish I (yearlong elective) – 1.0 CU

Spanish I is designed to introduce students to the Spanish language and culture. This course will help students to speak and to understand Spanish. The culture and the customs of the people of the many nations who speak Spanish will be explored. Emphasis is placed on vocabulary and conjugation of the present tense of verbs.

Spanish II (yearlong elective) – 1.0 CU

Prerequisite: Spanish I

Spanish II is designed to give the intermediate student a continued exposure to the Spanish language through emphasis on the development of vocabulary, conversation skills, grammar, written comprehension and expression and verbal proficiency.

Spanish III (yearlong elective) – 1.0 CU

Prerequisite: Spanish I, II

This course is designed to give the advanced student of the Spanish language a continuing development of vocabulary, conversation skills, grammar, written comprehension and expression and verbal proficiency.

Spanish IV (yearlong elective) – 1.0 CU

Prerequisite: Spanish I, II, III

This course is designed to give the advanced student of the Spanish language a continuing development of vocabulary, conversation skills, grammar, written comprehension and expression and verbal proficiency.





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