



# Upper School Course Offerings 2024-2025

ARCHIBALD BLOUNT  
UPPER SCHOOL

THE MONTGOMERY ACADEMY



## English

### English I: Journey to the Self: Grade 9 (Year Course)

What is the self and how do we know it? English I is an introductory course to higher-level reading and more sophisticated writing and thinking that invites students to take the ultimate journey: to quest after identity and personhood. Genre-based, the course will explore thematic and mythic journeys to selfhood through poetry, short story, novels, drama, nonfiction, and myth with literary examples from around the world. Through close, active reading of these texts, students will encounter characters on the same odyssey of self discovery that they and every other human being must take. Compositions will include both creative and analytical writing with heavy emphasis on close, active reading and interpretive writing; the lofty goal of the writing instruction is for students to write their way to richer textual and cultural knowledge; sharper aesthetic and critical appreciation of fine writing; deeper self understanding; and more profound wisdom. Collaborative and student driven, the course will often encourage students to choose their own reading texts and to work with one another in group discussions and projects, including Socratic seminars and literature circles. As part of the course's literature component, students will examine literary time periods and movements as well as schools of criticism.

### English II: Ethics of Deciding: Grade 10 (Year Course)

English II builds on the skills and knowledge students obtained in English I, both in content and thematic focus. Built upon the ideas of ethical decision making and moral responsibility, the 10th Grade course will ask students to reflect on major literary and philosophical ideas running through world literature. The goal in such an exploration of ideas is to foster greater student awareness of themselves, others, and the larger world of cultures and ideas, a world which demands a strong ethical sense and moral decision making. The class will be discussion based as students are encouraged to ponder their own thoughts and beliefs and then share those with their peers, always in the context of the course's readings. Those readings, occasionally determined by student choice, will be diverse and challenging and compositions personal and analytical/interpretive. Special attention will be given to the traditional analytical/interpretive essay as a mode of student reflection and greater moral awareness through literature and its ideas.

### English III: Southern Ethos: Grade 11 (Fall Semester)

During fall semester, juniors will engage in thinking about Montgomery and the places they come from. Students will read fiction and non-fiction texts about Montgomery, Alabama, and the South. How have the stories that have been told about the South over the years informed both its identity now and our own senses of self? We will then move from an examination of the South as a place where we all live to independent work on the various places in which students might ground their identities. Assignments will be both analytical and creative and will involve an independent project.

### English III: Reimagining the Past: Grade 11 (Spring Semester)

This junior seminar encourages students to find connections between literature of the past and literature of the present. The course pairs classic literature with



modern retellings and re-imaginings. In doing so, it will help students understand how authors revisit classic themes, characters, and genres in order to speak to the concerns of their own time. Compositions will encourage students to think analytically, interpretively, and creatively.

### AP Language and Composition: Grade 11 (Year Course)

Advanced Placement English Language and Composition offers an intensive exploration of composition and the language successful authors rely on to achieve their purpose. Analysis as a mode of understanding and constructing meaning focuses on elements of form, style, rhetorical devices, and authorial purpose and choices. In-class reading will focus primarily on nonfiction, including personal essays, speeches, memoirs, advertising, and political writing. Students will also embrace the glorious freedom of choosing many of the major works they will read through the AP Reading Society process. Ranging from rhetorical analysis to persuasive writing to personal and creative writing, compositions will enable students to hone their own writing style, pushing ever closer to confidence, eloquence, and unique voice and perspective. At several points during each semester students will “free write” on any topic, in any genre, and in any style they so choose. Their maintaining of a writer’s notebook—a clearinghouse for ideas and personal reflections—will be essential to that creative process. *Prerequisites:* The standards for admission include at least a 92 average first semester and a 92 average third quarter in English 10. To be considered for the class, students who do not meet the 92-average requirement for both first semester and third quarter may appeal by completing an appeals essay. Qualified appeals students, those who score adequately on the appeals essay and whom the English Department deems ready for the class’s advanced content, will be admitted as space in the class allows.



### English IV: The Archetypal Family: Grade 12 (Fall Semester)

From the earliest Greek tragedies and comedies to modern cinema, family is essential to art and the reality it depicts. The Archetypal Family seeks to build on each student’s awareness of the mythic tradition of storytelling and the central position of family within that tradition. Texts will span world cultures and genres, reflecting the primacy of family structure and family bonds no matter geographical location or time period. Writings will include the analytical, the personal, and creative, encouraging students to better understand their own family unit and their role within it.

### English IV: Brave New Worlds: Grade 12 (Spring Semester)

Brave New Worlds offers seniors a final Upper School literary experience grounded in alternate realities, surreal landscapes, and futures only dreams and myth can envision. A sampling of literature of the strange and fantastic—and even the horrifying and supernatural—from all over the world will be at the heart of this course. Writings will range from the analytical to the personal and creative.

### AP Literature and Composition: Grade 12 (Year Course)

Ostensibly, the senior AP English course focuses on preparing students for the AP exam in May. More important, however, is the course’s rigorous emphasis on critical reading and thinking and on writing confidently and effectively. Focusing on literary criticism, thematic and genre studies, and literary interpretation, students

will read widely and voraciously all year long. Composition assignments will demand that students engage deeply and creatively with the texts, demonstrating profound and creative insights and the ability to express them clearly, eloquently, and convincingly. *Prerequisites:* The standards for admission include at least an unweighted 87 average for AP 11 students and 92 for non-AP 11 students for both first semester and third quarter. Students who do not meet the grade requirement may still appeal by completing an appeals essay. Qualified appeals students, those who score adequately on the appeals essay and whom the English Department deems ready for the class's advanced content, will be admitted as space in the class allows.

### English Electives

#### Journalism: Grades 10, 11, & 12 (Year Course)

Journalism I is a year-long course that will provide students with hands-on experience in the process of researching, writing, and publishing original content for MA's student newspaper, *The Flyer*. Students will develop an understanding of the role of the media in society by reading local and national news publications, engaging in quarterly book studies, and participating in frequent class discussions. Students will learn to interview, write in a journalistic style, and layout content for publication. Students who wish to enroll in the course must submit an application that includes a recommendation from an English or History teacher. **Open to students in grades 10-12.**

Journalism II is an advanced course of study for students who have completed Journalism I. Students will continue to hone their news writing, news gathering, and design skills and to advance their knowledge of news theory.



## History

### Human Geography: Grade 9 (Year Course)

Human Geography is a year course that explores the branch of geography dealing with how human activity affects or is influenced by the earth's surface. In this course, students will be introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of earth's terrain and resources. Students will learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences while studying different cultures on a global scale and learning about the methods and tools geographers use in their research and application.

### AP Human Geography: Grade 9 (Year Course)

The AP Human Geography course is an introductory college-level course in the branch of geography dealing with how human activity affects or is influenced by the earth's surface. Students will be introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of earth's terrain and resources. Students will learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences while studying different cultures on a global scale and learning about the methods and tools geographers use in their research and application. This course will utilize a diverse teaching strategy that includes, but is not limited to, research papers, student projects, and student presentations. **Requirement:** Minimum average of 95 in eighth-grade history and English and completion of an academic assessment. Admission will depend on the outcome of the academic assessment and space available.

### The Modern World: Grade 10 (Year Course)

The Modern World introduces world history from the early modern era (1500) to the present. Topics include global exploration, cultural change, revolution, imperialism, ideologies, industrialization, nationalism, human rights, and globalization. Students will analyze primary and secondary sources and discuss interpretations of major events and problems in world civilizations, also considering how events of the past relate to the present.

### AP World History: Grade 10 (Year Course)

AP World History is a rigorous, college-level course designed to explore human history from 1200 C.E. to the present. The course will emphasize the development of analytical and writing skills necessary for success on a collegiate level. To this end, students will devote considerable time to the critical evaluation of primary and secondary sources, analysis of historiography (principles, theories, or methodology of scholarly historical research and presentation), and inquiry into global connections that have shaped our present world. A special emphasis will be given to preparation for the national AP examination, including historical writing through essay and document-based questions (DBQ) as well as objective evaluations. **Requirement:** a minimum (weighted) average of 90 in Human Geography and English for the year immediately preceding AP World History.



### US History: Grade 11 (Year Course)

United States History is a survey of our nation's history from 1450 to the present through an approach that seeks to emphasize connection of past events to current issues. Students will attempt to define American democracy, tackle issues of diversity and discrimination, and explore the tension between states' rights and federal power. They will investigate the role of government in business and the economy, the evolution of American foreign policy, and the tension between civil liberties and public safety. Throughout the year students will develop their research and writing skills for historical arguments while improving their critical thinking.

### AP US History: Grade 11 (Year Course)

AP United States History is a comprehensive college-level survey of United States history from 1450 to the present designed to expand the students' understanding of the themes, events, and issues in our nation's history and to prepare students for the Advanced Placement Examination in United States History, which students take in the spring. During this intensive study of the American past, students explore our collective heritage as a means of understanding our role and place in history. The focus throughout is upon the significant events and ideas that have led to the development of a modern democratic society. In the process, students gain a comprehensive understanding of the nation's political, social, economic, and cultural development. They will also master skills necessary for successful college-level work: the ability to write effective essays, interpret primary and secondary sources, think critically, conduct research, and communicate their ideas with sophistication. *Requirement:* Minimum (weighted) average of 90 in AP World History or the Modern World and English for the year immediately preceding AP U.S. History.



## AP Capstone Diploma Program

AP Capstone™ is a College Board™ program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone comprises two AP courses—AP Seminar and AP Research—and is designed to complement and enhance the discipline-specific study in other AP courses. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

### AP Capstone Seminar: American Studies: Grades 10, 11 & 12 (Year Course)

AP Seminar is a foundational course that engages students in cross-curricular conversations where they can explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. They synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually

and as a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision so they can craft and communicate evidence-based arguments.

Our focus is the study of our own regional culture and the people who made and make us who we are. This begins as a historical reflection that engages directly with the life of the present. This theme allows research topics that explore challenges and opportunities as related to our lives in Montgomery, as well as the broader region and nation. To qualify for the Capstone Diploma, members of the classes of 2026 or 2027 must enroll in Capstone Seminar as sophomores or juniors and Capstone Research a following year. Members of the classes of 2025, 2026, and 2027 can enroll in Capstone Seminar as seniors if they choose to pursue only that credit without the Capstone Diploma or Research Certificate.. **Requirement:** Minimum weighted average of 90 in history for the year immediately preceding Capstone Seminar or teacher approval.

### AP Capstone Research: Grades 11 & 12 (Year course)

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. **Requirement:** Completion of AP Capstone Seminar with a weighted 90 average and teacher approval.



### AP United States Government and Politics: Grades 11 & 12 (Spring Semester)

This college-level course gives students an analytical perspective on U.S. government and politics, including: the Constitution, Federalism, Public Participation, Public Opinion, Media, Interest Groups, Political Parties, Elections, Congress, Presidency, Judiciary, Bureaucracy, Policy Making, Economic Policy, Social Welfare, Environmental Policy, Civil Liberties, and Civil Rights. **Requirement:** Minimum weighted average of 90 in history for the year immediately preceding AP Government or teacher approval.

### AP Comparative Government & Politics: Grades 11 and 12 (Spring Semester)

This college-level course gives students an analytical perspective on comparative global governments and politics. An introduction to political theory precedes study of six different political systems, including structures of government, major political issues, and political culture in the United Kingdom, Russia, China, Mexico, Iran, and Nigeria. **Requirement:** Minimum weighted average of 90 in history for the year immediately preceding AP Government or teacher approval.



**Psychology: Grades 11 & 12 (Fall or Spring Semester)**

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

**Economics: Grades 11 & 12 (Fall Semester)**

Economics explores both theoretical and practical approaches to the study of economics. In order to prepare for college-level study, students learn some of the key theories of microeconomics, such as the laws of supply and demand and the effects of monopolies. Students also learn some key theories of macroeconomics, which include government budget policies, banking, and the money supply. In addition to theory, students explore the importance of personal finance and how investment in the stock market works utilizing business data and virtual stock trading through the Alabama Stock Market Game, a real-time simulation of the market.

**Social and Political Philosophy: Grades 11 & 12 (Fall or Spring Semester)**

Social and Political Philosophy is a course rooted in values related to groups of individuals – a community, society, or nation. We will explore questions such as – What makes a society good/bad? How is morality determined? What determines the ethics of an action? The theories of social and political philosophers from Plato to John Locke, from Jean Jacques Rousseau to Michael Sandel will provide a justification for the relationship between an individual and the government. Issues such as fairness, justice, human rights, and the responsibilities of government arise in the theories advocated by social and political philosophers. The course will use current events and the election cycle of 2024 as a guide in the journey of relating the philosophy of the past, to understanding the application in the present day, and predicting the direction of the future.





## Science

### Physics I: Grade 9 (Year Course)

Physics I is a conceptual-based study of classical mechanics, including a description of motion, laws of motion, momentum, work, and energy. Selected topics in the areas of light, sound, waves, electricity, and magnetism will also be studied. This course provides a critical understanding of general scientific principles, with an emphasis on the fundamental principles that govern the physical universe. The course will allow students to clearly communicate fundamental knowledge particular to physics with their peers using appropriate vocabulary. Students will apply physical principles and concepts to solve problems. These solutions will involve the use of basic algebra.

### Physics I Honors: Grade 9 (Year Course)

Honors Physics I is a conceptual-based study of classical mechanics, including a description of motion, laws of motion, momentum, work, and energy. These concepts are developed at a higher level than in the regular course. Laboratory activities often involve a mathematical analysis, and the application of algebra, geometry, and basic trigonometry is used as well. Students will be taught right triangle trigonometry. *Placement prerequisite:* An average of 93 or higher in Geometry and in Physical Science.

### Chemistry: Grade 10 (Year Course)

Chemistry is an extensive study of the composition and properties of matter. This introductory course is designed to provide a strong background in conceptual chemistry with an emphasis on mathematical application. Some of the topics covered in this course include: the Metric System, Types of Chemical Reactions, Balancing Equations, the Law of Conservation of Mass, Thermochemistry, Stoichiometry, Quantum Mechanics, and Lewis Structures. Laboratory experiments are conducted regularly to provide students with practical applications for the concepts covered.

### Chemistry Honors: Grade 10 (Year Course)

Honors Chemistry is similar to Chemistry in that it is an extensive study of the composition and properties of matter. This course differs from the Chemistry course primarily in its depth of coverage, but also differs in its pace so that additional topics will be studied. A greater depth of conceptual understanding is also required in order to solve more difficult problems. Some of the topics covered in this course include: the Metric System, Types of Chemical Reactions, Balancing Equations, the Law of Conservation of Mass, Thermochemistry, Stoichiometry, Quantum Mechanics, Lewis Structures, the gas laws, solution preparation, and acids and bases. Laboratory experiments are conducted regularly to provide students with practical applications for the concepts covered. Some of the laboratory experiments are more complex in nature than those in the Chemistry course. *Placement prerequisite:* An unweighted average of 85 or higher in Honors Physics or an average of 95 or higher in Physics.



**Biology: Grade 11 (Year Course)**

Biology is a laboratory science course in which students explore biological concepts through an inquiry approach. Exposure to the content areas of cellular and molecular biology (cytology, cell physiology, macromolecules, bioenergetics and genetics), organismal biology (homeostatic mechanisms, developmental biology and behavior), and ecological and evolutionary biology (genetic variation, natural selection, speciation, extinction, systematics, interrelationships, population factors, ecosystems, energy flow, nutrient cycles, sociobiology, and environmental biology) will be emphasized. While important to the study of biology, vocabulary will be a means to understanding and communicating rather than an end unto itself. Students will also explore the ethical implications of science and technology and place theories and discoveries of significant persons into a historical perspective. With the reality of anticipated breakthroughs in science and the personal, environmental, and societal issues that will accompany them, biological literacy for all students is essential. By investigating the basic principles of biology, students gain a deeper appreciation for the world around them and finish the course with the skills needed to think critically about important biosocial issues.

**Science Electives****Anatomy and Physiology I: Grade 12 (Fall Semester/Year Course)****Anatomy and Physiology II: Grade 12 (Spring Semester/Year Course)**

This class emphasizes the complementary nature of structure and function, homeostasis and its regulating mechanisms, and basic human metabolic processes. Students in this course will develop a deeper understanding and appreciation of the human body through a variety of methods: class discussion, case studies, lectures, videos, dissections, and other laboratory exercises. While the main focus of this course is the normal function of the human body, various medical applications and pathological conditions will also be explored. This course is designed to be a yearlong class, but it may be taken for only one semester. The course content is scheduled as follows:

- Anatomy I: anatomical terminology, body tissues, integumentary, skeletal, muscular, nervous systems, and the special senses
- Anatomy II: endocrine, blood, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems

*Prerequisite:* Biology

**Astronomy: Grades 10, 11 & 12 (Fall or Spring Semester)**

This course is an introduction to modern astronomy examining the basic physical processes in stars and the evolution of stars. The nature and production of white dwarfs, neutron stars, and black holes will be covered. An introduction to the properties of galaxies and star formation in galaxies as well as the chemical composition of galaxies and stars will be introduced. Some field trips will be a part of this course since it will not be a traditional lab science.

**Environmental Science: Grades 11 & 12 (Fall or Spring Semester)**

Environmental Science is a course dedicated to understanding the interactions between earth's natural systems and the demands placed on them by the human



population. Students will explore how we impact these systems and discover potential solutions for the resulting consequences of resource mismanagement. This course will cover many topics on an introductory level including basic principles of earth's environmental systems, population ecology, biodiversity and conservation, human population growth, urbanization, and sustainability. Concepts will be explored through inquiry-based laboratory exercises and field investigations.

*Prerequisite:* Chemistry.

### AP Environmental Science: Grades 11 & 12 (Year Course)

AP Environmental Science is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze both natural and human-made environmental problems, evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. This course includes a strong laboratory and field investigation component. Students will perform experiments and analyses involving the study of air, water, and soil qualities as an essential core for the lab/field investigation activities. *Placement Prerequisite:* An average of 85 or higher in Chemistry or a weighted average of 85 in Honors Chemistry.

### AP Biology: Grade 12 (Year Course)

AP Biology provides students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with this rapidly changing field of study. The synthesis of basic biological facts into major concepts and themes is stressed throughout the course. Topics include biochemistry, cellular structure and function, cellular energetics, cellular communication, gene expression and regulation, evolution, and ecology. *Placement prerequisite:* A yearly average of 92 or higher in Biology plus a teacher recommendation from the Upper School Science Department.

### AP Chemistry: Grades 11 & 12 (Year Course)

AP Chemistry is designed to bring all the aspects of chemistry—thermochemistry, chemical kinetics, electrochemistry, acid-base chemistry, and descriptive chemistry—together through a conceptual understanding of the underlying nature of chemical structure. Because reasoning is essential for the advanced chemist, application of these principles is stressed in this course through independent critical thinking, mathematical problem solving, and advanced laboratory skills. *Placement prerequisite:* An unweighted average of 90 or higher in Honors Chemistry.

### AP Physics 1: Grades 11 and 12 (Year Course)

AP Physics 1 is an algebra-based, introductory college-level course that includes a qualitative and quantitative approach to physics. It explores topics which include Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking reasoning skills. This course requires that 25% of the instructional time be spent on hands-on laboratory





work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. *Placement prerequisite:* An unweighted average of 85 or higher in Honors Physics, and Placement in AP Precalculus or in a higher-level mathematics course.

### Introduction to Engineering: Grades 10, 11 and 12 (Semester Course)

This course exposes students to the entire engineering process, which includes the design process, research and analysis, teamwork, communication methods, technical documentation, and engineering standards. A variety of engineering projects will be completed.



## Mathematics

### Algebra I: Grade 9 (Year Course)

Algebra I explores linear equations and inequalities, systems of linear equations, exponential, rational, and quadratic functions graphically, numerically, and symbolically. In addition, operations of polynomials, radicals, and rational expressions are studied. Included are the properties of exponents. Problem solving and applications encourage students to model patterns and relationships with variables and functions using algebraic symbols.

### Geometry: Grades 9 & 10 (Year Course)

Geometry emphasizes visualizing and understanding Euclidean geometric properties and mathematical relationships, making, and verifying conjectures, and establishing connections between geometric and algebraic properties. After an introduction to logic and reasoning, students develop a thorough foundation in proof writing using theorems and postulates. Students apply their proving and problem-solving skills to the concepts of measurement, congruence, proportionality, and similarity. Exploration of geometric properties is completed with a study of right triangle trigonometry, properties of circles, and an introduction to measurement of two and three-dimensional shapes.

### Algebra II: Grades 9, 10 & 11 (Year Course)

Algebra II covers the real and complex numbers emphasizing the development, understanding, and practical applications of algebraic expressions, equations, relations, functions, and inequalities. Focus is placed on the graphical, numerical, and algebraic analysis of algebraic and transcendental functions. Geometry concepts are integrated into the course. In addition, the course includes an introduction to conics and matrices.

### Algebra II Honors: Grades 9, 10 & 11 (Year Course)

Algebra II Honors incorporates challenging problems that are at the mastery level. The course covers the real and complex numbers emphasizing the development, understanding, and practical applications of algebraic expressions, equations, relations, functions, and inequalities. Focus is placed on the graphical, numerical, and algebraic analysis of algebraic and transcendental functions. Geometry concepts are integrated into the course. In addition, the course includes an introduction to linear programming, conics, and matrices. The course moves at a fast pace to allow for exploration of these topics in greater depth. *Placement prerequisite:* A yearly average of 90 or higher in Geometry.

### PreCalculus: Grades 10, 11 & 12 (Year Course)

Pre-calculus prepares students for senior-level calculus. It includes a study of polynomial, rational, exponential, and logarithmic functions, and foundational concepts such as rate-of-change. It also includes a study of trigonometric functions, identities, and applications.

### AP Pre-Calculus: Grades 10, 11 & 12 (Year Course)

AP Pre-calculus centers on functions modeling dynamic phenomena. This



research-based exploration of functions is designed to prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. *Placement prerequisite:* A yearly average of 90 or higher in Algebra II or an 85 or higher in Algebra II Honors.

### Statistics: Grade 12 (Year Course)

Statistics introduces students to the major concepts and tools for collecting, organizing, analyzing, and drawing conclusions from data. Students learn basic statistical vocabulary and techniques using formulae and functions in spreadsheets to systematically solve common statistics problems. This is an introductory statistics course for seniors.

### AP Statistics: Grade 12 (Year Course)

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions. This is a senior level course.

### Calculus: Grades 11 & 12 (Year Course)

Calculus is a survey of basic differentiation and integration of algebraic and transcendental functions and respective applications by utilizing previously learned mathematics to develop new concepts. The course emphasizes a multi-representational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The course covers limits, derivatives, integrals, approximation, and applications and modeling using properties, algebra, and graphs of elementary functions to develop the concepts. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise. *Placement prerequisite:* Pre-Calculus

### AP Calculus AB: Grades 11 & 12 (Year Course)

AP Calculus AB emphasizes a multi-representational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The themes of AP Calculus AB, limits, derivatives, integrals, approximation, and applications and modeling are developed using properties, algebra, and graphs of elementary functions. *Placement prerequisite:* Strong foundation in Algebra, Geometry, and Pre-calculus and a yearly average of 90 or higher in Pre-calculus or an 85 or higher in AP Pre-calculus.

### AP Calculus BC: Grade 12 (Year Course)

AP Calculus BC covers the differential and integral Calculus of single variable functions and includes extended applications to parametric, polar, and vector-valued functions as well as units on sequences and series, numerical solutions to differential equations, indeterminate form limits and improper integrals. *Placement prerequisite:* 3 or higher on the AP Calculus AB exam.





## World Language

### French

#### French I: Grades 8, 9, 10 & 12 (Year Course)

French I serves as an introduction to the French language and culture through the four essential skills of language learning: listening, speaking, reading and writing. Activities in class focus on these skills as students build vocabulary and learn basic grammatical structures. We will practice reading comprehension through short readings in various mediums including but not limited to newspaper articles, songs, and editorials. Written activities to expand vocabulary and practice new structures using these various forms will assist in daily practice. Students will spend a considerable amount of time using French in a communicative setting through various oral activities and with the use of authentic resources that will emphasize practical usage of the French language. Students will also begin an exploration of French and Francophone culture around the world to further emphasize the important role the French language plays in contemporary global societies. The goal for French I students is to reach a middle to high novice level in all four skills while gaining a deeper appreciation and understanding of the importance of learning a second language. Diverse activities both inside and outside of class will complement our exploration of other cultures as well as assist in building confidence communicating in the target language.

*In order to be eligible for the AP French Language course, students must begin with French 1A in Grade 7 or French 1 in Grade 8.*

#### French II: Grades 9, 10, or 11 (Year Course)

French II is a continuation of the structures studied in French I with a continued emphasis on the four skills of language learning: listening, reading, writing, and speaking. In French II students will continue to perfect their communicative abilities in the target language as well as explore cultural components of this diverse language. The goal for all students in French II is to reach low to middle intermediate proficiency in all four skills as well as a deeper understanding of the important roles French plays in our global community. Students will build skills to interact more confidently in the target language and explore a variety of tenses in the past, present, and future. Students will learn a large amount of vocabulary included but not limited to academic life, family and friends, hobbies and extracurricular activities, and vacations. Communication will take place in all covered verb tenses about relevant cultural topics in the French and Francophone world. A variety of assignments and projects will be given throughout the year, and students will leave their comfort zones in order to gain confidence communicating in the target language through these activities and daily classroom participation. French is not a spectator sport! In order to succeed, students must take risks and actively engage themselves in every class period. French II is an extremely challenging level. Students will be exposed to large amounts of grammar and vocabulary, among other topics. Students are expected to maintain a strong work ethic and devote appropriate time towards homework, class assignments and projects, as well as daily participation and engagement. Personal organization and strong study skills are mandatory.



### French III: Grades 10, 11, or 12 (Year Course)

French III students will review concepts studied in French II as well as build on these structures to explore more advanced concepts including, but not limited to, grammar and culture. We will use a variety of resources including film and music to experience authentic use of the French language and explore the French and Francophone world, as well as build proficiencies in reading, writing, speaking, and listening skills in the target language. French III students will narrate and describe events in the present, past, and future tenses and will practice skills to help maintain conversations in French with native speakers. Students will also explore current event issues, pop culture, storytelling, and many other diverse mediums relating to France and the Francophone world. A variety of assignments and projects will be assigned to compliment these mediums that will allow students to continually improve upon their understanding and knowledge of the target language and cultures. The goal for French III students is to reach a low-intermediate to high-intermediate level of French proficiency, including a greater appreciation and understanding of the diverse cultures included in this language.

### French IV: Grades 11 or 12 (Year Course)

French IV students will explore various themes to help nourish higher-level conversational skills in the target language. Students will review previously studied grammar topics but will move away from a perfection-based outlook of the target language and instead shift towards fluidity of the French language to express ideas, opinions, and other topics. Films, literature, current events, and other mediums will help students open dialogues to enrich the classroom dynamic and improve communication and understanding of the French language and the diverse cultures that share French as a common language. Reading, writing, listening, and speaking competencies of all students will be explored and challenged, and students will be expected to communicate in and remain in the target language for the duration of each class period. The art of conversation will certainly be at the forefront of this course and students will be encouraged to share their experiences to enrich conversations and dialogues with classmates and the instructor. The goal for French IV students is to reach an advanced level of communication in the target language that allows students to speak confidently, knowing they can successfully convey and exchange ideas and opinions with native speakers on a wide variety of topics.

### AP French Language & Culture: Grade 12 (Year Course)

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and



perspectives (values, attitudes, and assumptions). *Placement prerequisite:* An average of 90 or higher in French IV and the instructor's recommendations.

## Latin

### Latin I: Grades 9, 10, & 12 (Year Course)

Latin I includes basic vocabulary with English derivatives, an introduction to grammar, the translation of beginning stories, and a study of Roman culture. Units are divided by Roman province (in book 1 of the *Suburani* textbook, Rome and Britain) and include such topics as sanitation, the expansion of Rome, and public entertainment. There are regular formative assessments, quizzes, periodic tests with sections on vocabulary, grammar, and translation, and occasional project work.

### Latin II: Grades 9, 10, & 11 (Year Course)

Latin II includes vocabulary, a review of Latin I grammar and the continuation of the *Suburani* textbook. Units include Gaul, Africa, and Greece, with topics such as art, marriage, the eruption of Mt. Vesuvius, and politics. There are regular formative assessments, quizzes, periodic tests, student presentations, and occasional culture projects.

### Latin III: Grades 10, 11, & 12 (Year Course)

Latin III (Ovid/Cicero) will finish the *Suburani* textbook if necessary and emphasizes grammar review, review of vocabulary, and the translation of intermediate readings about Roman historical figures, governmental functions, and important wars. Students will then transition to reading intermediate-level authentic Latin, such as Cornelius Nepos, Hyginus, or St. Perpetua. There are periodic tests, regular formative assessments and quizzes, and occasional projects.

### Latin IV: Grades 10, 11, & 12 (Year Course)

Latin IV: (Caesar/Catullus) emphasizes grammar review, a review of vocabulary and the translation of a range of more advanced and/or lesser-read authors, such as Cicero, Vergil, St. Perpetua, Latin translations of the Philogelos (the world's first joke book), and others. Students also study devices of rhetoric and syntax as well as Roman history and culture. There are periodic tests, regular quizzes, and occasional projects.

### AP Latin: Grades 11 & 12 (Year Course)

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's *Aeneid* and Caesar's *Gallic War*. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context. There are regular quizzes and tests.

*Placement prerequisite:* An 80 or higher on a mandatory placement test and the Latin instructor's recommendations.





## Spanish

### Spanish I: Grades 9, 10 & 12 (Year Course)

The Upper School Spanish I program introduces the basic structures of spoken and written language with specific emphasis on communicative skills. Students will develop vocabulary, grammatical structures, reading comprehension, and written and oral expression in Spanish through the integrated skills approach across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication) and Presentational (productive communication). Spanish I uses the *Descubre* textbook series as well as the online platform that accompanies it. At this level, students examine the culture of several Spanish-speaking countries with special emphasis on art, music, history, and literature.

### Spanish II: Grades 9, 10 & 11 (Year Course)

Spanish II strengthens the students' language skills, expanding oral and written expression. Level II bridges the introductory programs of Level I and intermediate Level III. Course content expands and refines the basic structures of spoken and written Spanish acquired previously. Integrated activities develop reading, writing, listening, and speaking skills to foster students' proficiency across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication), and Presentational (productive communication). The five major goals of foreign language learning are Communication, Cultures, Connections, Comparisons, and Communities, which anchor the development and expansion of all three communicative modes. Spanish II continues to use the *Descubre* textbook series as well as the online platform that accompanies it. In addition to vocabulary and grammar concepts, students also increase their knowledge of the culture of the Spanish-speaking world with special emphasis on art, music, history, and literature.

### Spanish II Honors: Grades 9, 10 & 11 (Year Course)

This course bridges the basic Spanish I and intermediate Level Spanish III Honors. It is oriented to the students who performed at the top of their classes in Level I and are ready to accept an accelerated course of studies at Level II. Course content expands and refines the basic structures of spoken and written Spanish acquired previously. Integrated activities develop reading, writing, listening, and speaking skills to foster the students' proficiency across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication) and Presentational (productive communication). The five major goals of foreign language learning are Communication, Cultures, Connections, Comparisons, and Communities, which anchor the development and expansion of all three communicative modes. Spanish II Honors continues to use the *Descubre* textbook series as well as the online platform that accompanies it. Daily use of Spanish in the classroom helps develop students' interactive and productive communication. In addition to vocabulary and grammar concepts, students also increase their knowledge of the culture of the Spanish-speaking world with special emphasis on art, music, history, and literature. **Placement prerequisite:** An average of 94 or higher in either Spanish IB or Spanish I and the Spanish I instructor's recommendation.



### Spanish III: Grades 10, 11 & 12 (Year Course)

This course provides the intermediate level high school student with review and expansion of the structures of spoken and written Spanish learned in Levels I and II. This course enhances students' command of the language, as well as deepens understanding of the Spanish-speaking peoples and their cultures. Daily exposure to Spanish in the classroom helps develop effective expression in the language. The four distinct areas of reading, writing, listening, and speaking are integrated in different activities to foster the students' proficiency across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication) and Presentational (productive communication). The five major goals of foreign language learning are Communication, Cultures, Connections, Comparisons, and Communities, which anchor development and expansion of all three communicative modes.

Spanish III continues to use the *Descubre* textbook series as well as the online platform that accompanies it. Students personalize their understanding of written and auditory selections that contain more complex language concepts reinforcing culture, grammatical structures, and vocabulary. Students also learn communicative strategies that allow them to function in real-life situations.

### Spanish III Honors: Grades 10, 11 & 12 (Year Course)

This course provides the intermediate level high school student with in-depth review and expansion of the structures of spoken and written Spanish. The primary purpose of this Level III section is to prepare students interested in pursuing Advanced Placement Language Spanish IV the following year. The four distinct areas of reading, writing, listening and speaking will be integrated in different activities to foster students' proficiency across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication) and Presentational (productive communication). The five major goals of foreign language learning are Communication, Cultures, Connections, Comparisons and Communities, which anchor development and expansion of all three communicative modes. Daily use of Spanish in the classroom will help develop the students' communication in all forms. At this level, strong verb conjugation, grammatical structure mastery, pronunciation refinement, and vocabulary expansion strengthen all three modes of communication. Spanish III Honors continues to use the *Descubre* textbook series as well as the online platform that accompanies it. In addition to vocabulary and grammar concepts, students also increase their knowledge of the culture of the Spanish-speaking world with special emphasis on art, music, history, and literature. **Placement prerequisite:** An unweighted average of 90 or higher in Spanish II Honors or a 94 or higher in Spanish II with instructor's recommendations.

### Spanish IV: Grades 11 & 12 (Year Course)

This course is intended to continue the development of the student's language skills with particular emphasis on providing communicative strategies for real life situations. Development of the four skills (reading, writing, listening, and speaking) will expand at a higher performance level. The reading selections at this level emphasize the cultures and the current demographics of the Spanish-speaking world. Students demonstrate an understanding of the material studied through speaking,



writing, and listening activities. Spanish IV uses the *Imagina* textbook series as well as the online platform that accompanies it. In addition to vocabulary and a review of grammar concepts, students also increase their knowledge of the culture of the Spanish-speaking world with special emphasis on art, music, history, and literature.

### Spanish V: Grade 12 (Year Course)

Spanish V continues to refine upper-level students' language skills with particular emphasis on literature and film. The reading list consists of selected works from Peninsular and Spanish American literatures. Readings encompass the Medieval and Golden Ages, the XIX and XX centuries. Students will read the literary works entirely in Spanish, as well as discuss them orally and produce essays in the language. Daily classroom use of the language will emphasize grammatical structures, oral expression, and vocabulary expansion. The purpose is to strengthen students' oral and written use of the language. Highlights of this course continue to be Spanish film presentations and discussion as an instrument to gain a deeper understanding of Spanish and Hispanic American societies.

### AP Spanish Language: Grades 11 & 12 (Year Course)

This course prepares upper-level Spanish students to sit for the end-of-year College Board Examination. The instructor's near exclusive use of spoken and written Spanish in all facets of the course (and the requirement that students do the same) strengthens students' proficiency, integrating communicative skills through use of authentic materials and sources established by College Board directives in the AP Spanish Language & Culture Course Description. The four areas of reading, writing, listening, and speaking are integrated into different activities to foster proficiency across three communicative modes: Interpersonal (interactive communication), Interpretive (receptive communication) and Presentational (productive communication). The five major goals of foreign language learning are Communication, Cultures, Connections, Comparisons and Communities, which anchor development and expansion of all three communicative modes. The overall purpose of the course is to enhance students' language proficiency to function and communicate effectively in a cultural context other than their own. Daily classroom use of the Spanish language emphasizes grammatical structures, oral expression, and vocabulary expansion. **Placement prerequisite:** An unweighted average of 90 or higher in Spanish III Honors or a 94 or higher in Spanish III or Spanish IV with instructor's recommendations.





## Electives

### Technology: AP Computer Science Principles: Grades 10, 11, & 12 (Year Course)

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. *Prerequisites:* Algebra I

### Technology: Intro to Technology: Grades 9, 10, 11 & 12 (Fall or Spring Semester)

Introduction to Computer Science & Technology helps students develop basic computer skills and familiarity with applications needed across their education and into a career. Topics include: word processing, spreadsheets, presentations, website design, and app creation. These topics will be based in a variety of important contexts such as personal finance, resumes, paper writing, and other skills necessary in today's world.



### Technology: Robotics: Grades 9, 10, & 11 (Spring Semester)

Robotics is a semester course focusing on all aspects of engineering problem solving and design. Robotics introduces working with computer-controlled devices, the use of the engineering design process to create prototypes and to test, analyze, and improve designs. The focus is on basic robot construction and programming for robotic control. This is a project-based environment that requires students to build prototypes or use software to test designs. Students develop critical thinking and communication skills by analyzing and presenting results in the classroom and competitions. Students in robotics will be required to compete in one competition.

### Technology: Advanced Robotics: Grades 10, 11 & 12 (Fall Semester)

Advanced Robotics is a semester course focusing on building a robot as a team and competing in the Montgomery BEST Robotics Competition. Through participation in Advanced Robotics, students learn to analyze and solve problems utilizing the Engineering Design Process, which helps them develop technological literacy skills. It is these skills that the industry seeks in its workforce. Students will use plywood and a box filled with items such as PVC pipe, screws and other hardware, an irrigation valve cover, piano wire, aluminum paint grid, a bicycle inner tube, a robot brain, and a micro-energy chain system and try, within six weeks, to design and build a functioning machine that can perform specific tasks in three minutes.

*Prerequisites:* 95% or higher in Robotics, Engineering, or MS STEM.

### Technology: Independent Study in Technology: Grades 11 & 12 (Fall or Spring Semester)

Independent Study is available to students who have completed at least one AP Computer Science course AND at least one non-AP computer course with the approval of the Instructor, Department Chair, and Division Director. This course will allow students to further their studies in computers and technology, not otherwise provided with the other formal classes listed. *Prerequisites:* At least one AP Computer Science course AND at least one non-AP computer course. Approval from Computer Instructor, Department Chair, and Division Director.

### Art: Contemporary Drawing: Grades 9 & 10 (Fall Semester)

Learn to draw with ease and confidence! This course uses tried and true methods that allow students to develop their untapped drawing abilities or enhance skills they have already discovered! Students explore traditional and non-traditional drawing techniques through observational and imaginary imagery. This foundational course is also designed to expose students to the variety of disciplines offered in the Visual Art Department. Students are guided through a series of visual exercises designed to foster confidence and success.

### Art: Color and Design: Grades 9 & 10 (Spring Semester)

Through a sustained experience in color media this foundational course reinforces basic design principles and their application on the two-dimensional surface.

Through a variety of projects, students in this studio course will investigate the effective use of color schemes and will investigate the functions and properties of the formal elements (line, shape, pattern, etc.) and their organization through the use of relational schemes (repetition, progression, closure, etc.).

### Art: Painting I: Grades 10 & 11 (Fall Semester)

This intermediate level course engages students in the use of color media through a variety of experiences that focus on the method and styles of historic and contemporary artists. Through a series of guided experiences with an emphasis on color, composition, content, and contrast. Students will hone their technical skills as they experiment with a variety of wet and dry color media including watercolor, acrylic, and pastel. Students will explore objective and non-objective content derived from observation, original photography, expressionistic, imaginary, and abstracted imagery.

### Art: Painting II: Grades 10 & 11 (Spring Semester)

Painting I is not required as a prerequisite. This intermediate level course builds upon an understanding of basic color theory and design concepts. It will focus on mixed media and related painting experiences. Students will explore mixed media processes which combine collage, painting, drawing, digital photography photo transfers and other art techniques. Through a variety of contemporary and traditional processes, students will reinforce their understanding of the principles of design, especially pattern, repetition, rhythm, balance, and color. The keeping of a visual journal will also provide opportunities for concept development, observational, and experimental imaging.



**Art: Ceramics: Grades 10 & 11 (Fall Semester)**

This introductory course explores a variety of traditional and contemporary applications in the production of functional, sculptural, and decorative works in clay. Through assignments that focus on a variety of hand-building techniques, students will reinforce their understanding of the elements and principles of 3D design. Students will develop skills in glazing and firing, and work with a variety of different clays including terra cotta and stoneware.

**Art: Sculpture: Grades 10 & 11 (Spring Semester)**

This course provides students with an introductory experience in three dimensional design. Through individual projects, group collaborations, and on-site installations, students will experience a variety of processes and materials which emphasize the exploration of the elements of design and their relationship to the principles of form and space. Traditional and contemporary applications will be explored as students gain an understanding and appreciation of the work of contemporary and traditional sculptors.

**Art: Advanced Portfolio: Grades 10 & 11 (Spring Semester)**

This course is required for students who plan to take AP Studio Art the following Fall, but open to any juniors who possess a genuine desire to further explore their artistic gifts. It is designed to help students build a well-rounded portfolio that reflects their understanding of a broad range of drawing and design issues. (It would be rare for a sophomore to take this unless she or he is planning to complete the AP Studio Art Portfolio in their junior year.) *Prerequisite:* portfolio review and teacher approval.

**Art: Ceramics II: Grades 11 & 12 (Spring Semester)**

This course allows students to either continue their experience and expand their technical ability, or ‘get their hands dirty for the first time!’ Students will apply visual problem solving skills and broaden their design vocabulary as they explore form and space on a deeper level. Students will have opportunities in wheel throwing, constructing, carving, and sculpting. Traditional and contemporary applications will be explored with an emphasis on originality, craftsmanship, experimentation, and concept development. Exposure to the work of 3D artists and museum field trips are an important aspect of this course..

**Art: Mixed Media: Grades 10, 11 & 12 (Fall or Spring Semester)**

In this 2D/3D design course, students will explore mixed media processes which combine painting, drawing, printmaking, fibers, collage, assemblage, and digital and altered art techniques. Students will apply stamping, stenciling, transfer techniques, altered surfaces, hand made paper processes and many more fun applications of mixed media craft and design to the creation of contemporary shadow boxes, altered books, niches and icons, 3d card collages, memory boxes, assemblages, and art dolls. Through a variety of contemporary and traditional processes, students will reinforce their understanding of the principles of design, especially pattern, repetition, and spatial arrangement. The creation and keeping of a visual journal will also provide opportunities for building on drawing and design skills, concept development, experimental imaging, and inclusion of creative writings. Students will also be

encouraged to incorporate and build on the personal ideas and imagery created from their previous art experiences and original photography.

### Art: AP Studio Art: Grades 11 & 12 (Year Course)

Students who enroll in this class have expressed a strong desire to engage in the creative process and have exhibited the work ethic and creative drive necessary for the successful completion of the AP portfolio. The student's originality, technical skill, and artistic voice is expressed through the development of a three part portfolio. The Breadth portion exhibits their understanding of a broad range of drawing and design issues. The Concentration portion requires students to complete a 12 piece investigative study in their area of interest. The Quality portion allows them to submit what they consider to be their best work. Students will choose one of three following portfolios: 2d Design (including Photography and/or digital work), Drawing, or 3d Design. Students who fulfill the requirements of Advanced Placement Studio Art demonstrate their ability to work conceptually, technically, and creatively on a first year college course level. Students will be required to submit their completed portfolio in the spring. *Prerequisite:* Advanced Portfolio (Previous Spring) or equivalent. Teacher Recommendation.

### Art: AP Art History: Grade 12 (Year Course)

AP History of Art provides the same benefits to a secondary school as those offered by an introductory college course in art history. It gives an understanding and enjoyment of architecture, sculpture, painting, and other art forms within the historical and cultural context. Students examine major forms of artistic expression of the past and the present from a variety of cultures. No prior experience in art history is necessary. Students who have excelled in the humanities are encouraged to enroll. Students will be required to take the AP exam in the spring. Teacher approval is required for this course.



### Yearbook: Grades 11 & 12 (Year Course)

Yearbook students begin the course with terminology and work into layout, design, and copy. After development of these skills, students work independently with their section editors. Teamwork is stressed. Prerequisite: teacher approval & written application is required for this course. Students will write a 3 paragraph essay that will include their interest, experience, and goals of what they hope to gain from working on the yearbook.

### Drama: Improvisational Theater: Grades 9, 10, 11 & 12 (Fall Semester)

Improvisational Theater students gain experience in a growing, popular form of theater arts that can be traced back to the middle ages and forward to Who's Line and Saturday Night Live. Improvisational Theater will be a workshop course stressing the skills of ensemble playing, and creating performances from fellow actor and audience suggestions. A key skills course for actors, improvisation can also offer benefits for interpersonal communications and creativity to every student. Student-generated semester presentations will be performed.



**Drama: Film Analysis: Grades 9, 10, 11 & 12 (Spring Semester)**

Do you like movies? Students in Film Analysis will study films in and out of class while learning about such areas of film production as writing, editing, lighting, cinematography, and production design. Students will also gain an understanding of film history with attention to the role played by genre and auteur theory. While focusing mainly on American cinema, European and Asian cinema will also be discussed.

**Speech & Debate: Grades 9, 10, 11 & 12 (Fall Semester or Year Course)**

Speech & Debate provides students the opportunity to develop their ability to stand before a group of people and make a presentation, which manifests itself through competition in debate, speech, and/or interpretation events. Lincoln-Douglas Debate involves 1 student debating an issue that revolves around propositions of value. Public Forum Debate involves 2 students debating a topic dealing with current events. Speech Events have students developing both prepared and limited prep speeches while the Interpretation Events have students performing selections from published printed novels, short stories, plays, and/or poetry. Students are graded on participation and effort through involvement in competitive speech and debate tournaments. As a member of the National Speech & Debate Association, The Montgomery Academy Speech & Debate Team has traveled to tournaments in 45 states and has qualified students to the National Tournament for 30 consecutive years. At the state and regional level, MA students have won a combined 169 Individual State Titles and 18 Team State Championships since 1993.

**Music: Upper School Chorus: Grades 9, 10, 11 & 12 (Fall/Spring Semester or Year Course)**

In Upper School Chorus, students sing a variety of music from the standard choral repertoire. Students will improve vocal technique and music literacy through their performance of pieces in different languages and from different musical periods. The Upper School Chorus consistently receives “Superior” ratings at District, State and National Festivals and have placed first in their division at National competitions across the US. In addition, choruses at the Montgomery Academy have been invited to perform at State, Regional and National Conventions of The American Choral Directors Association and The National Association for Music Education. They have also been featured with the New England Symphonic Orchestra at Carnegie Hall and have had successful tours in South Carolina, Louisiana, Georgia, Tennessee, Texas, New York, California, Florida, Washington, and Alabama.

**Music: Jazz, Pop, and Rock: Grades 9, 10, 11 & 12 (Fall/Spring Semester)**

A survey of current popular and classical musical styles and genres in the U.S. Topics include rock, folk, jazz, blues, gospel, country and western, musical theatre, film music, music of and beyond the Americas, and Western European classical music. Emphasis is placed on the sequential development of substantive listening and descriptive skills.

**Music: Music Theory: Grades 10, 11 & 12 (Fall Semester)**

Music Theory is a course designed to focus on the organization of musical elements: pitch, rhythm, melody, harmony, etc. Students will learn various notational techniques, sight-reading systems, and compositional techniques. Upon completion of this course, students should have the ability to compose simple melodies with accompaniment, arrange familiar pieces, and play simple songs on the piano.

**Health & Physical Education: Grade 9 (Year Course)**

Health & Physical Education is a required course for all ninth grade students in the Upper School. The Upper School Physical Education curriculum is based on improving the students fitness level and teaching students to live a healthy lifestyle after high school. The Upper School program includes activities that develop cardiovascular and respiratory endurance, muscular strength and endurance, flexibility, and agility. Weight training, core training, circuit training, cross country running, cross training, stretching, and various forms of aerobics are included as activities to build on each students health-related fitness. Health related topics include; nutrition, basic exercise standards and guidelines, monitoring cardiorespiratory exercise, medical considerations of exercise, psychological benefits of fitness and leadership skills. Methods and measuring techniques of determining and improving fitness levels are taught to enable students to design their own fitness program in later years. In addition, the rules, skills, and strategies of major and minor competitive and lifetime sports are taught and practiced. Physical Education uniforms are required.

**Study Hall: Grades 9, 10, 11 & 12 (Fall/Spring or Year Course)**





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*The Montgomery Academy develops leaders committed to honor, scholarship, service  
and the pursuit of excellence.*