



## 2023-2024 Upper School Course Catalog

*virtus | scientia | felicitas*

High School Curriculum (Class of 2024 and Beyond)*											
Area of Study	Req. Credits	Duration	Ninth		Tenth		Eleventh		Twelfth		
Literature	4	Year	Classical Lit		British Lit		American Lit		Modern European Lit. (with senior thesis)		
History	4	Year	Western Civ I		Western Civ II		American History		Modern European History		
Math	4 (in 9-12)	Year	Algebra I		Geometry		Algebra II		Pre-Calculus		
		Year	Geometry		Algebra II		Pre-Calculus		Calculus I or AP Calculus BC		
		Year	Algebra II		Pre-Calculus		Calculus I		AP Calculus BC		
Science	4	Year	Biology		Chemistry		Physics		Anatomy & Physiology		
			Biology		AP Biology		Chemistry		Physics or AP Physics		
			Biology		Chemistry		AP Chemistry		Physics or AP Physics		
			Biology		AP Biology (Year) + Chem Intensive (S2)		AP Chemistry		AP Physics		
Foreign Language	3 (in 9-12) 2 Credits of Same Language	Year	Latin III		Latin IV		Latin V		Latin VI or AP Latin or Elective		
		Year	Spanish I		Spanish II		Spanish III		Spanish IV or Elective		
Fine Arts	0.5	Semester					Fine Arts Comprehensive				
Personal Fitness / Health	1	Semester	Personal Fitness	Health							
Additional ACA Requirements	3	Semester	Composition		Moral Philosophy		American Government	Political Philosophy	Economics	Lessons in Wonder	
Electives	0.5	Semester	Students take one semester-long elective course any time during 9-12 grade. An elective course is any credit-earning course that is not listed as a graduation requirement elsewhere.								
Credits Required for Graduation	24										

**Notes:**

- Students must take Biology, Chemistry, and Physics (or AP Physics) to graduate.
- Health and Personal fitness supersedes students' elective preferences if not completed by the end of 9th grade.
- All AP Classes require teacher approval.
- No credit for Study Skills/Study Hall

## 9th-12th GRADE BELL SCHEDULE

<b>Monday-Thursday 8:15 am-3:20 pm</b>			
<b>Start</b>	<b>End</b>	<b>Period Type</b>	<b>Mon.-Thur.</b>
8:15 AM	9:05 AM	Period 1	50 min.
9:10 AM	9:20 AM	Advisory	10 min.
9:25 AM	10:15 AM	Period 2	50 min.
10:20 AM	11:10 AM	Period 3	50 min.
11:15 AM	12:05 PM	Period 4	50 min.
12:10 PM	1:00 PM	Period 5	50 min.
1:00 PM	1:30 AM	Lunch	30 min.
1:35 PM	2:25 PM	Period 6	50 min.
2:30 PM	3:20 PM	Period 7	50 min.
		Period 8 - SPORTS TRACKING	

<b>Friday 8:15 am-3:20 pm</b>			
<b>Start</b>	<b>End</b>	<b>Period Type</b>	<b>Fri.</b>
8:15 AM	9:00 AM	Period 1	45 min.
9:05 AM	9:50 AM	Period 2	45 min.
9:55 AM	10:40 AM	Period 3	45 min.
10:45 AM	11:30 AM	Period 4	45 min.
11:35 AM	12:20 PM	Period 5	45 min.
12:25 PM	1:10 PM	Period 6	45 min.
1:15 PM	1:40 PM	Lunch	25 min.
1:45 PM	2:30 PM	Period 7	45 min.
2:35 PM	3:20 PM	CAV Time & Dismissal	45 min.
		Period 8 - SPORTS TRACKING	

## Literature

### 5 Credits Required

#### **Classical Literature Full-Year REQUIRED**

##### **Grade: 9**

In this course, students will study the founding works of great literature. They will read Homer, the world's first great storyteller, Sophocles, a genius of tragedy, Virgil, perhaps the most talented poetic craftsman in history, and Shakespeare, the master of our own language. The goal is to engage with these great minds and participate in the worlds their stories create. Students will discover what makes these authors and their literature great. They will examine the questions they ask about human nature and begin to explore some of the answers they provide. Instead of racing through excerpted versions of these works, this course moves deliberately through complete texts, delving into them in great detail.

#### **Composition Semester (Fall or Spring) REQUIRED**

##### **Grade: 9**

Writing is essential, and the ability to write well is the bedrock of academic success. Students write all the time, in their texts, emails, and journals, but writing in an academic setting carries its own rules. This course explores and explains how academic writing is created. By incorporating diagramming, model sentences, mentor texts, imitative writing, self-editing strategies, annotating, close reading, and writing workshops into daily study, students gain knowledge and practice of the methods and skills necessary to create dynamic, logical academic prose. Students polish their sentences and paragraphs in the first nine weeks, paying special attention to advanced sentence construction and the cohesive construction of essays. In the second nine weeks, students study rhetoric and logical reasoning to build writing skills.

#### **British Literature Full-Year REQUIRED**

##### **Grade: 10**

In the opening lines of *Sir Gawain and the Green Knight*, the Pearl Poet cautions the reader that he enters a world "Where war and marvels / Take turns with peace, / Where sometimes lightning trouble / Has struck, and sometimes soft ease." In this class, students explore the intersection of "wonder and woe," inquiring into the temperamental nature of man's fate. The course follows a standard, chronological survey structure of British Literature. It begins in the 14th century with the final days of courtly literature, moves through the cultural overhaul of 17th century Britain, encounters the Restoration Era and dawn of the novel, and concludes with the writings of Dickens in the midst of Queen Victoria's reign.

## **American Literature Full-Year REQUIRED**

### **Grade: 11**

After studying the founding myths of our civilization in Classical Literature and the essential stories of our intellectual inheritance in British Literature, American Literature will allow students to place themselves in “this soil, this air.” Beginning with Walt Whitman’s famous self-celebration, students consider the nature and formation of the American literary self as it emerges during the second half of the 19th century. Hawthorne’s genre-bending *The Scarlett Letter* reflects on the early days of the American colonies in order to trace the formation of the American identity from its roots. In poetry and essays, Whitman, Emerson, and Thoreau articulate this project of forging an American literary identity, focusing on the natural world and its role in providing the language and freedom to write American books and live American lives. Next, because a period of exile is often essential to an understanding of self and homeland, students go to sea with Ishmael in *Moby Dick*. Mark Twain extends this theme of “journey away from home” in *The Adventures of Huckleberry Finn*. Students spend the second semester with three of the best writers the South has to offer: William Faulkner, Flannery O’Connor, and Robert Penn Warren. Finally, for a break from the South’s gothic tales, students will delve into the poetry of Emily Dickinson and Robert Frost at the close of the course.

## **Modern European Literature Full-Year REQUIRED**

### **Grade: 12**

Students finish the 11th-grade year asking questions about human responsibility and the burdens of living in time. The 12th-grade year expands this inquiry by examining how a free man navigates a world where every individual has already failed to fulfill his inherent responsibilities to his fellow man. The horror of this failure and the very burden of freedom compose this modern dilemma as authors wrestle with what it means to be in the world. The Modern European Literature Course will help students reconcile themselves with the implications of their own existence while providing a notion of redemption as they move towards fully exercising their freedoms in the wider world. In addition, students will spend the better part of second-semester drafting and writing their senior theses, a capstone writing experience that pulls together the seminal questions of the Western Tradition.

## **Lessons In Wonder (Classical Children’s Literature) Semester (Fall or Spring) REQUIRED**

### **Grade: 12**

In this semester-long class, students will have the opportunity to revisit many of the classics they encountered during their early years as an ACA student and uncover the deeper meanings within the texts they may have missed as elementary students. The class’s central focus would be to explore the tension between the adult and adolescent worlds. This is a particularly poignant subject for students, particularly 12th graders, as they are on the cusp of entering into the adult world as full citizens and leaving behind that of their youth. As they revisit these beloved stories, we will endeavor to simply enjoy them together, but also to understand the importance of maintaining the ability to approach the world with a sense of childlike wonder and imagination.

## History/Humanities

### 6 Credits Required

#### **Western Civilization I Full-Year REQUIRED**

##### **Grade: 9**

Western Civilization I is the first of two sections of the high school European History curriculum. The purpose of this course is to provide students with an understanding of the origin and nature of Western Civilization. Although Western Civilization I principally covers the ancient Greeks in the Fall Semester and the ancient Romans in the Spring Semester, the curriculum also explores other contributors to our civilization, such as the Paleolithic and Neolithic societies and the ancient Celts and Germans. At the end of the year, students will be able to speak about the ancient world and its importance as our cultural progenitor.

#### **Western Civilization II Full-Year REQUIRED**

##### **Grade: 10**

Western Civilization II is a continuation of Western Civilization I. In Western Civilization II, the curriculum focuses on the ways the legacy of the ancient world was both transmitted and reshaped over the course of almost 2,000 years. In the Fall semester, the curriculum primarily explores Late Antiquity and the Early Middle Ages. In the Spring Semester, the focus shifts to the Later Middle Ages, Renaissance, and Enlightenment. Ultimately, students are expected to be informed about the intellectual, cultural, and philosophical precepts upon which the Founding Fathers relied when setting forth on our American experiment.

#### **Moral Philosophy Semester (Fall or Spring) REQUIRED**

##### **Grade: 10**

Moral philosophy, or ethics, is the formal study of right action. From infancy, we are told what is “right” and what is “wrong.” What is the basis of such judgments? Do our duties to ourselves and to others derive from divine commands, social contracts, or principles of human nature? Do standards of right and wrong fluctuate according to time and place, or are there certain transcendent norms to which all human beings must adhere? To answer these questions and others, we study the moral tradition of the West. This is an exceedingly rich tradition, and this course examines many philosophers, statesmen, and storytellers. The overarching aim is to understand what constitutes the good and the virtues employed to achieve and defend the good.

#### **U.S. History (The Colonial Era through 1800) Full-Year REQUIRED**

##### **Grade: 11**

This course offers a survey of the major events, ideas, and themes in American history from colonial settlement and the Founding to the 1980s, approximately the end of the Cold War. Its organizational focus is primarily legal-political, but cultural, social, religious, and intellectual themes will also be addressed. The course delves deeply into the origins and nature of American governmental institutions, and the traditions, habits, and presumptions which brought those institutions into being, and how they have been preserved or challenged over time. Class sessions are a mixture of lecture and discussion of primary document readings.

## **American Government Semester (Fall or Spring) REQUIRED**

### **Grade: 11**

The objective of this course is to prepare students for the rigors of citizenship by providing them with a basic knowledge of their government. Throughout this course, students should acquire a strong understanding of America's founding principles and the relationship of those principles to our safety, liberty, and happiness. They should come to know the American frame of government and how it is intended to operate under the U.S. Constitution. Students will also study challenges to our founding principles and the U.S. Constitution throughout our history, and aspects of American government as it functions today.

## **Political Philosophy Semester (Fall or Spring) REQUIRED**

### **Grade: 11, Pre-Req: Moral Philosophy**

Political philosophy is the attempt to obtain political knowledge based on an accurate understanding of human nature and human history. With political knowledge, political philosophers can understand how men act in society and thus create forms of government that will affect the people's safety and happiness. The Founding Fathers of the United States were political philosophers. Our objective is to read some important texts the Founders used as references and by reading the Founders themselves in defense of the Constitution—in order to understand the Constitution of the United States of America. As political philosophers ourselves, we will not only gain knowledge of our nation but also become better citizens and defenders of that Constitution.

## **Modern European History Full-Year REQUIRED**

### **Grade: 12**

This readings-based, two-semester seminar surveys the major themes and events of European history since the late eighteenth century. Assigned texts will be original works from the eras under discussion, such as memoirs, speeches, essays, and the like. Successive modules will address the French Revolution; liberalism and the rise of the nation-state; imperialism and great power politics; the First World War; Communism, fascism, and democracy in the interwar decades; the Second World War; the Cold War; the European Union. Class sessions will consist of group discussions on readings, often student-led. Occasional concise lectures will provide historical context for the assigned works.

## **Economics Semester (Fall or Spring) REQUIRED**

### **Grade: 12**

This course is a one-semester introduction to the basic tools of micro and macroeconomic analysis. Students will learn to identify, analyze, and evaluate the causes and consequences of individual economic decisions and public policy, including issues raised by the constraints imposed by scarcity, how economies and markets work, and the benefits and costs of economic interaction and interdependence. This course, more than anything, aims to introduce students to a new lens in which to view the world and individual human action. Students will analyze, reason, problem-solve, and be able to make decisions specific to various roles, including that of consumer, producer, saver, investor, and responsible citizen—roles they will all take on throughout their lives.

## Mathematics

### 4 Credits Required

Placements are made by the Mathematics Department

#### **Algebra I Full-Year REQUIRED**

##### **Grade 9, Pre-Req: None**

In Algebra 1, students are invited to observe the wonder of mathematics as they learn to apply their concrete mathematical knowledge to formulate abstract algebraic generalizations. Classical tools such as the five common topics of discovery and Socratic discussions will be employed to provide students with a more comprehensive understanding of mathematics. The beauty of algebra is revealed as students begin to understand it as a language that describes so many aspects of the world around us. The Algebra 1 textbook is rich with problem-solving challenges and strategies that encourage critical thinking skills. Engaging lessons will explore solving equations and inequalities, simplifying expressions, linear, exponential, and quadratic functions, exponents, polynomials, factoring, radicals, data analysis, and probability.

#### **Geometry Full-Year REQUIRED**

##### **Grade: 9-10, Pre-Req: Algebra I**

Geometry at ACA remains consistent to its classical approach in the search for reason, beauty, and knowledge for its own sake. Euclidean geometry carefully defines the relationship of points, lines, planes, and space, which allows students to utilize deductive reasoning to present a clear argument. Plato claimed that “Geometry draws the soul towards Truth” and this class reflects that resilient desire for learning what is true and what only appears to be. Topics covered include perpendicular/parallel lines, similar figures, triangles, and coordinate geometry.

#### **Algebra II Full-Year REQUIRED**

##### **Grade: 10-11, Pre-Req: Algebra I and Geometry**

Algebra II is a year-long course that is designed to provide students opportunities to build understanding of important, new mathematical concepts and develop fluency with key skills. Algebra II builds on Algebra I concepts by reviewing previously learned concepts and expanding depth of knowledge by presenting new ideas and more complex problems. Student’s build upon the foundation laid in the study of Algebra I and Geometry, continuing to explore linear, quadratic, polynomial, rational and radical functions, while introducing trigonometric, exponential, and logarithmic functions. Conic sections, probability, statistics, and matrices will also be examined, and some discussion of the history of algebra and mathematics in general will be included. Classical tools such as the five common topics of discovery and Socratic discussions will be employed to provide students with a more comprehensive understanding of mathematics.

#### **Pre-Calculus Full-Year**

##### **Grade: 11-12, Pre-Req: Algebra II**

Precalculus is designed to finalize the study of concepts introduced in previous classes. As the final step before the collegiate level, precalculus acts as the bridge between elementary and higher mathematics and, as such, contains a healthy dose of both familiar and new concepts. Many algebraic, geometric, and logical reasoning skills acquired in previous classes will be strengthened and refined this year. In addition, this class will contain an emphasis on the study and applications of trigonometry. Additional topics are also covered, including alternate graphing methods, vectors, matrices, discrete mathematics, and limits.

**Calculus Full-Year (APPROVAL REQUIRED)****Grade: 12, Pre-Req: Pre-Calculus**

Calculus I introduces the concepts of calculus in both theory and application. This course emphasizes an intuitive approach to calculus, where students analyze the concepts geometrically, numerically, analytically, and verbally. The calculus is split into two branches—differential and integral calculus. In differential calculus, students learn the rules of derivatives and some of their applications: including the analysis of curves, modeling and optimization, and the relationship between position, velocity, and acceleration. In integral calculus, students study the Fundamental Theorem of Calculus and rules of basic integration, along with methods to find areas under curves and volumes of irregular figures. Both of these branches take an in-depth study of how we wrestle with infinity, limits, and the comparison of the One to the Many.

**AP Calculus BC Full-Year (APPROVAL REQUIRED)****Grade: 12, Pre-Req: Pre-Calculus**

Students will be introduced to the fundamental principles of differential and integral calculus. Topics covered include detailed study of limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable with applications to curve- tracing, maxima-minima related rate problems. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative and antiderivative-related problems with and without technology. Students will have the opportunity to take the AP exam at the end of the course, if they choose, with the possibility of qualifying to meet college-level credit requirements depending on the policies of the college in which the student enrolls.



## Science

### 4 Credits Required

#### **Biology Full-Year REQUIRED**

##### **Grade: 9**

Biology I expands on the life science concepts acquired in earlier courses. Students will explore a diversity of topics, including the inner workings of the cell, DNA, evolution and the interactions of ecosystems to gain a deeper understanding of how life systems operate. This course aims to open students' eyes to the world around them, helping them understand what makes life work, and how they fit into it.

#### **Chemistry Full-Year REQUIRED**

##### **Grade: 10**

This course provides students with a fundamental understanding of matter and change, scientific measurements and procedures, atomic structure, chemical bonding, chemical formulas, chemical reactions and equations, stoichiometry, states of matter, kinetic theory of matter, gas laws, solution chemistry, acid-base theories, and reaction energy. Each major unit includes a historical perspective, focusing on the questions posed, analyzed, and answered by the founders of modern chemistry. Students will do a number of laboratory experiments and investigations.

#### **Physics Full-Year REQUIRED**

##### **Grade: 11-12**

This course is designed to further the understanding of the physical sciences that began in the lower school and provide students with the necessary skills to be proficient in physics. The study of physics stresses an in-depth understanding of the nature and structure of matter and the characteristics of energy. This course is designed to provide students with hands-on, real-world connections that will deepen their understanding of this math-based science discipline. Areas of concentration include classical mechanics, gravitation, thermodynamics, the atomic nature of matter, electricity and magnetism, and electromagnetic and sound waves.

#### **Anatomy & Physiology Full-Year**

##### **Grade: 12**

Physiology is a year-long science elective open to 11th & 12th graders interested in deepening their knowledge of how the human body works. The organization of the human body, the support and movement of the human body, regulation and maintenance of the human body, and the control systems of the human body will be explored. This is a lab-oriented course that will use dissection, physiology experiments, case studies, and lectures to learn the structure and function of the human body.

Systems include: Digestive, Cardiovascular, Respiratory, Nervous, Endocrine, Immune, Reproductive, Muscular, Skeletal, and Urinary.

### **AP Biology Full-Year (APPROVAL REQUIRED)**

#### **Grades: 10-12, Pre-Req: Biology**

The Advanced Placement (AP) Biology course builds on the concepts acquired in Biology I and is a rigorous, year-long course that simulates a college-level introductory biology course. Students will expand upon the knowledge acquired in Biology I and deepen their understanding using real-world examples through lab activities. Students will observe key concepts, such as artificial selection, photosynthesis, enzyme activity, and gel electrophoresis during their lab instruction. Lab work emphasizes the development and testing of a hypothesis, collection, analysis, and presentation of data, and discussion of results to learn how to critically think and problem solve.

### **Chemistry Intensive Semester (Spring) REQUIRED for AP Chemistry if no Chemistry Credit**

#### **Grades: 10-11, Must be enrolled in Algebra II or greater, Required Only if taking AP Chemistry following year**

Chemistry Intensive is not meant to be an “intense” course. Conversely, it is not designed to be more rigorous than Chemistry I, or to take up big amounts of time outside of class. But the pace with which we move through the material will be swift. The goal is to prepare you for AP Chemistry by delivering the general chemistry concepts you need to learn and master before starting AP Chemistry. Essentially, a year’s worth of chemistry material will be covered in a semester.

### **AP Chemistry Full-Year (APPROVAL REQUIRED)**

#### **Grades: 11-12 Pre-Req: Algebra II and (Chem Intensive or Chemistry I)**

AP Chemistry is designed to be comparable to a college-level general chemistry course and thus explores in much greater depth the concepts students previously learned in Chemistry I, as well as new material that will build upon previous knowledge. Major topics covered will include the structure of matter, states of matter, chemical reactions, kinetics, thermochemistry, equilibrium, acid-base, and electrochemistry. Students will learn numerous chemical calculation skills in the study of the content, and in the analysis of lab data. The course is challenging in both academic content and laboratory procedures.

### **AP Physics Full-Year (APPROVAL REQUIRED)**

#### **Grade: 12, Pre-Req: Algebra II**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

**AP Computer Science Principles Full-Year (APPROVAL REQUIRED)**

**(Counts toward APS CTAE 3 Credit Requirement)**

**Grade: 11-12, Pre-Req: B or better in Geometry**

AP CS Principles is an independent study college-level course. While learning Python, students will learn to communicate and make connections between a concept and computing, communicate their ideas on computing and technology, analyze a problem, design a solution, and code the solution. Concepts taught include: Python Language & Syntax, Turtle Graphics, Use of Variables & Operators, Functions, Booleans & Conditionals, Branching & Looping, Top-Down Design, Lists, and Basic Console Interaction for Input & Output.

**AP Computer Science A Full-Year (APPROVAL REQUIRED)**

**(Counts toward APS CTAE 3 Credit Requirement)**

**Grade: 12, Pre-Req: A in AP CS Principles**

AP CSA is an independent study college-level course. While learning a subset of Java students will learn to analyze a problem, design a solution, code the solution, and test that all possible input options to their solution work. Students will independently learn to think analytically and critically so as to present all possible scenarios and to trace their coded solution for correctness and accuracy. Concepts taught include: Java Language & Syntax, Use of Variables, Creation of Classes & Objects, Control Structures, Arrays & Array Lists, Inheritance & Polymorphism, Recursion, and Sorting & Searching Algorithms.

## Language

**3 Credits Required (minimum of 2 in same language)**

**(1 of these 3 credits counts toward APS CTAE 3 Credit Requirement)**

### **Latin III Full-Year**

**Grade: 9, Pre-Req: Latin II**

In Latin III, students cover the later chapters of Wheelock's Latin, learning about the various tenses of the Subjunctive Mood of verbs, the uses of the Subjunctive Mood, and the different types of Conditional sentences. Focus is placed on learning new Latin vocabulary and on incorporating derivatives of those words into one's own vernacular. Students proceed through the textbook at the rate of one chapter every two weeks. Each chapter incorporates a lecture on classical mythology.

### **Latin IV Full-Year**

**Grade: 10, Pre-Req: Latin III**

Students complete the remaining chapters of Wheelock's Latin, which cover all the significant grammatical subjects of Latin and provide a vocabulary of approximately 1000 words. Students then make the transition from translating independent sentences to working with continuous passages of un-adapted, or only slightly adapted, Latin literature.

### **Latin V Full-Year**

**Grade: 11, Pre-Req: Latin IV**

The overarching goal of this course is to increase the pace at which students can translate a high volume of Latin writing. To this end, more readily comprehensible compositions are initially utilized to help the students develop good techniques of translation. These are then applied toward more difficult un-adapted passages from the classics of Latin literature, especially the words of Caesar and Virgil.

### **AP Latin Full-Year (APPROVAL REQUIRED)**

**Grade: 12, Pre-Req: Latin V**

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.

## **Spanish I Full-Year**

**Grade: 9-10, Pre-Req: None**

This course immerses students in the Spanish language by implementing different activities that help with language development. Students work on developing the four language skills (listening, speaking, reading, and writing), as well as the vocabulary and basic grammar necessary to establish a basic working knowledge of the language. Students will learn introductions, seasons, days of the week, months of the year, numbers, prepositions, adjectives, comparatives, superlatives, regular/irregular verbs, among others. Additionally, students will learn the simple present tense and basic grammatical structures which will help them communicate efficiently in basic conversational Spanish.

## **Spanish II Full-Year**

**Grade: 10-11, Pre-Req: Spanish I**

In this course, students will work to further develop the four Spanish language skills (listening, speaking, reading, and writing), as well as vocabulary and advanced grammar necessary for them to acquire a working knowledge of the language. Students will build upon previous topics taught in Spanish I (numbers, colors, animals, adjectives, comparatives, superlatives, regular/irregular verbs, present tense). Additionally, we will continue studying verb tenses, more advanced grammatical structures, and new vocabulary that will help students communicate efficiently and advance their understanding of the Spanish language. Students will demonstrate their mastery of the language by writing short paragraphs, reading Spanish stories and novels.

## **Spanish III Full-Year**

**Grade: 11-12, Pre-Req: Spanish II**

This course will consolidate the topics necessary for advanced knowledge and proficiency in the Spanish language. Students will expand their vocabulary by learning commonly idiomatic expressions and phrases used on a daily basis by native Spanish speakers. Additionally, they will learn the usages of active/passive voice, direct/indirect objects, disjunctive pronouns, subjunctive mood and verb tenses such as: past perfect, imperfect indicative, future, among others. Students will demonstrate their mastery of the language by writing essays, reading advanced Spanish novels/books and communicating with Spanish speaking guests.

## **Spanish IV Full-Year (APPROVAL REQUIRED)**

**Grade: 12, Pre-Req: Spanish III**

This course is designed for students with a broad knowledge of Spanish and that are able to apply all the grammar taught in previous years. Students who take this course intend to refine and enhance their language skills acquired in the prior years of study. Students taking Spanish IV will continue to review and practice previous concepts and work on advanced activities to improve their ability to communicate in the target language. New concepts introduced in level 4 are indefinite and negative words, active/passive voice, subjunctive, conjunctions, present perfect tense, past perfect tense, the conditional, among others. The course will also incorporate the history of Spanish speaking countries; therefore, important books and novels will also be read in class.

## **Fine Arts**

**.5 Credits Required**

**(Counts toward APS CTAE 3 Credit Requirement)**

**Art Appreciation Semester (Fall or Spring) REQUIRED**

**Grade: 10**

This course teaches students how to connect works of art to the historical, literary, and scientific worlds in which they were created and further develops the students' capacity for recognizing and loving the beauty around them. The course offers outlets for creative expression through studio projects and weekly choir rehearsals. It aims to educate the emotions, and in so doing develop virtue, by teaching students how to respond appropriately to the miracle of human creativity.

## **Health & Fitness**

**1 Credit Required**

### **Health Semester (Fall or Spring) REQUIRED**

**Grade: 9**

Health is the condition of the human body when it is functioning properly. Lack of health—or being unhealthy—is the condition of the human body when it is not working properly or to its potential. Health class is the formal study of the human body in order to understand what constitutes health, what practices and habits contribute to health, what practices and habits impair health, and what ailments and conditions must be diagnosed and treated lest they endanger health.

### **Personal Fitness Semester (Fall or Spring) REQUIRED**

**Grade: 9**

This course will focus on the different types of workouts that can be accomplished to increase strength, endurance, and flexibility. Students will learn about muscle groups, proper lifting form, circuit training, interval training, and how to tier/rotate workouts.

## **ELECTIVES**

**Study Hall Semester (Fall or Spring) (NO CREDIT)**

**Grade: 9-12, Pre-Req: None**

## **FULL-YEAR**

**Major Movements and Ideologies Full-Year**

**Faculty: Mr. Rosenzweig**

**Grade: 12, Pre-Req: None**

This course will educate the students in many major trends of the modern world starting in the early 1700's. We start with Liberalism and will expand from that topic as it affected Europe and the rest of the world. Classes will include group analysis of primary documents, debates, simulations, Socratic instruction, and round table discussions. Primary documents are provided by the teacher and no textbook is required. The course will be divided into eight units all working off the previous unit. The units are as follows:

- I. Liberalism
- II. Industrial Revolution and Capitalism
- III. Nationalism (Part I)
- IV. Global Imperialism
- V. Nationalism (Part II)
- VI. Totalitarianism
- VII. Marxism/Socialism and Communism
- VIII. Globalization



## **FALL or SPRING**

### **Examining the Teaching Profession Semester (Fall or Spring) (APPROVAL REQUIRED)**

**Grade: 12, Pre-Req: None**

This course provides students with a fundamental look into the teaching profession. Through observation and engagement students are exposed to the everyday work life of an elementary teacher, their teaching and learning strategies, their formation of an effective learning environment, their class management style to deliver an optimal instructional opportunity for diverse learners, and their creation of curriculum plans based upon subject matter, community, and curriculum standards. Students are to act in a professional manner through appearance, behavior, and language and to model the ACA virtues of courage, courtesy, honesty, perseverance, self-government, and service. Students will use workplace manners inclusive of integrity, honesty, accountability, punctuality, and respect for all. Students will show creativity by asking challenging questions and supplying innovative solutions to problems. They will communicate in a businesslike manner through effective writing, speaking, listening, reading, and body language. A 1000 word essay on their experience of examining the teaching profession is due the week prior to semester finals.

### **Piano Performance Semester (Fall or Spring) (APPROVAL REQUIRED)**

**(Counts toward APS CTAE 3 Credit Requirement)**

**Faculty: Mr. Henriques**

**Grades: 9-12, Pre-Req: Intermediate Piano Skills and Audition**

We will explore improvisation, composition at the keyboard, efficient practice techniques, and repertoire building. We will develop technical and musical skills necessary for clean, expressive playing. Opportunities for public performance will be provided.

### **Studio Art Semester (Fall or Spring) (APPROVAL REQUIRED)**

**(Counts toward APS CTAE 3 Credit Requirement)**

**Faculty: Mrs. Collier-Johnson**

**Grades: 9-12, Pre-Req: None**

In this elective we will explore the different types of mediums and techniques that are used in art. We will offer courses in Intermediate Drawing, Intermediate Painting, Mixed Media, Advanced Drawing, Advanced Painting, Portfolio Building, and Open Studio. Through these courses we will have the opportunity to not only learn about art, but to create and display our own works.

### **String Ensemble Semester (Fall or Spring) (APPROVAL REQUIRED)**

**(Counts toward APS CTAE 3 Credit Requirement)**

**Faculty: Ms. Wiggins (Mr. Franklin)**

**Grades: 9-12, Pre-Req: Audition**

The strings ensemble will have the opportunity to share the beautiful through the performing of a wide range of music genres. These groups serve as an ambassador for our school as we perform at special events, in our community and around the region.

## **FALL**

### **Logic and Logical Reasoning Semester (Fall)**

**Faculty: Mr. Hawkins**

**Grade: 9-12 Pre-Req: Geometry (may be taken concurrently)**

Although the class will have no homework, it will cover the basics of formal logic and syllogisms, along with the various types of fallacies, or logical flaws. It will teach students how to make valid arguments and, equally importantly, how to spot bogus ones. This class is for anyone interested in enhancing their skills in argumentation and critical thinking.

### **Modernist Poetry Semester (Fall) (APPROVAL REQUIRED)**

**Faculty: Mr. McClatchey**

**Grades: 9-12**

Timed to (nearly) align with the centennial of T.S. Eliot's *The Waste Land*, this class will introduce high schoolers to the wonders of Modernist Poetry, beginning with *Les Fleurs du Mal* by Baudelaire, rising through early Modernists such as Stephen Crane and Wilfred Owen, and climaxing with the three great works of T.S. Eliot: *The Waste Land*, "Ash Wednesday," and *The Four Quartets*. Other readings will include Ezra Pound's translations, H.D.'s imagist poems, Rilke's sonnets, and Fernando Pessoa's persona poems. We will explore the sources of (and solutions to) the metaphysical dread at the heart of Modernist poetry. Junior and Senior Literature classes at ACA privilege fiction as the primary object of study; this course will focus only on poetry.

### **Problems in Engineering Semester (Fall) (APPROVAL REQUIRED)**

**(Counts toward APS CTAE 3 Credit Requirement)**

**Faculty: Mr. Han**

**Grades: 11-12, Pre-Req: Principles of Engineering**

This upper-level course provides students an opportunity to employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

### **Ethics Semester (Fall) (APPROVAL REQUIRED)**

**Faculty: Dr. K-T**

**Grade: 11-12, Pre-Req: Moral Philosophy**

Ethics is the philosophical study of how we ought to live. This introductory course will cover the three distinct branches of Ethics: Meta-ethics, which considers the nature of moral theories and language; Normative Ethics, which examines various theories of moral action such as Natural Law, Utilitarianism, Virtue Ethics, and Kantian Ethics; and Applied Ethics, which deals with specific contemporary moral issues within bioethics, environmental ethics, social ethics, and business ethics. We will explore questions like 'Can moral statements be true or false?', 'What should be done with people who commit horrific crimes?', 'How should we treat animals?', and 'Is being good dependent on duty, virtue, consequence, or intention?'. We will tackle the major moral questions surrounding birth, death, happiness, desire and freedom, the meaning of life, and the proper way to approach ethical debates. Students will engage with the primary texts of influential ethicists and participate in lively and fruitful discussions about fascinating ethical matters.

**Creative Writing Semester (Spring) (APPROVAL REQUIRED)**

**Faculty: Mr. McClatchey**

**Grades: 9-12, Pre-Req: Composition**

This class teaches students the basics of fiction and poetry. Students will learn the fundamentals of narrative, the fundamentals of verse, and how to behave in a creative writing workshop. Students will write their own stories and poems, bringing them in for the class to read and appraise. Course readings will be eclectic, ranging from contemporary short stories to medieval Chinese poems to Ezra Pound's grumpy advice for young writers. The usefulness of this course will be universal. Even if a student decides not to continue writing, she will have learned how to stop and listen for the distinctions between synonyms, the minor facets in a verb, and the slackening effect of adjectives. The ear of an educated person can never be sensitive enough.

**Normandy Semester (Spring)**

**Faculty: Dr. Farmer**

**Grade: 10-12, Pre-Req: None**

In this course, we will study the history and especially the culture of Normandy, a region of northern France that has proved immensely influential on the imagination of Europe. While our historical analysis will go from the region's earliest days as a settlement for Vikings through its outsized role in World War II, our cultural analysis will largely focus on the 19th and early 20th century. We'll talk about and sample the music, art, and food of the region, and we'll read Gustave Flaubert's *Madame Bovary* and the short stories of Guy de Maupassant out loud in class. (There will be minimal reading homework.) We'll also have extended encounters with and discussions of Norman artists like Claude Monet, Eugène Chigot, and Erik Satie, and we'll eat some cheese and other Norman cuisine.

**Other Voices Semester (Spring) (APPROVAL REQUIRED)**

**Faculty: Mr. Hawkins**

**Grades: 11-12, Pre-Req: None**

At ACA we justifiably pride ourselves on our study of the Great Books. From *The Iliad* to *All the King's Men*, we read some of the best books ever written. However, since most of these books come from the Western and European tradition, our students may have gaps in their broader understanding of the world and of world literature. This class is intended to begin to fill in some of those gaps.

**Theatre Semester (Spring) (APPROVAL REQUIRED)**

**Faculty: Dr. K-T**

**Grade: 11-12**

The upper school theatre elective is designed to help students understand the fundamental elements of theatre. We will cover acting, directing, drama theory, and playwriting. You will also develop specific stage skills like vocal expression, character development, and movement. Drama theory involves exploring different periods and styles of theatre. Studying historical and cultural context will allow you to access the rich traditions found in the world of theatre. In general, lessons will include improvisational acting games and warmups, scene-devising activities, and rehearsals for an end of semester performance. This elective aims to provide a strong foundation for students to continue to pursue and appreciate the dramatic arts. Although officially a no homework elective, this course will require some line learning at home.