



UMS-Wright

PREPARATORY SCHOOL

# Upper School Course Guide 2023-2024

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# Our School...Our Mission

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The mission of UMS-Wright is for the UMS-Wright Family to educate all students to their highest potential in mind, body and spirit and to produce in each student character of the highest possible order.

Our Founder, Dr. Julius T. Wright, instituted our tradition of excellence in 1893. Each day we strive to maintain the high principles and ideals established by Dr. Wright. Our mission drives each decision we make, allowing UMS-Wright Preparatory School to provide a variety of opportunities for our students to excel to their greatest potential in "mind, body, and spirit."

This blueprint provides essential information on our academic program. Included are graduation requirements, explanations of each course offered with required prerequisites, and important information about the process of course selection.

## The Curriculum & Instruction Department

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The role of the Curriculum and Instruction Department at UMS-Wright is to support teaching and learning across divisions. We look forward to having the opportunity to work closely with students to create an academic blueprint for their upper school experience. As the coordinators of the course selection and scheduling process, we are happy to answer any questions you may have along the way.

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# General Information for Course Selection

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## **Course Selection and Registration**

Course selection takes place in the spring of each school year. Leading up to the day of registration, students are strongly encouraged to discuss their course selections with parents, teachers and members of the Curriculum and Instruction Department. Students should carefully consider their personal interests, current and future time commitments, and their goals for college and beyond. Students are provided a deadline for registration. Failure to register by the posted date may result in the student's forfeiture of course selection rights, and a schedule may be chosen for him/her. An Academic Blueprint worksheet is included on page 33 so students may plan their anticipated academic pathway.

## **Advanced Placement and Honors Coursework**

UMS-Wright offers a variety of advanced courses including Honors (H) and Advanced Placement (AP). Honors courses are taught at an accelerated pace and advanced level as compared to the College Preparatory (CP) courses. AP courses should be viewed as equivalent to a college level course relative to the demands of the course in both time and assignments. Students who choose to attempt an AP course at UMS-Wright should be mindful of the additional requirements involved, including taking the end of course exam. Students may take no more than 12 AP classes over the course of their academic career. AP Class Fee: \$125

To enroll in Honors or AP courses a student must receive a recommendation. Recommendations are determined based upon the following criteria:

- Attendance and work ethic
- Performance in prerequisite coursework
- Contributions made to the learning process that indicate intellectual engagement and curiosity in the subject
- Strong ability to analyze, evaluate, problem solve and conceptualize new ideas
- Maturity necessary to work with more controversial and challenging works / topics

## **Scheduling Conflicts**

UMS-Wright offers a great variety of courses and activities for its students to pursue. Because of the varied nature of student interests, sometimes scheduling conflicts will occur. Every effort will be made to place each student in the courses that he or she requests. However, sometimes this is not possible. It is very important that students clearly indicate acceptable alternatives when registering.

## **Availability of Courses**

UMS-Wright reserves the right to cancel a course if there is insufficient student enrollment or insufficient faculty availability. If a course is canceled, the Curriculum and Instruction Department will notify students to make another selection.

## Schedule Changes

Students are provided with significant guidance and an ample amount of time to determine their course selections for the following year. It is important that students and parents understand that the alteration of an existing schedule involves a variety of factors, and therefore all schedule changes must receive careful consideration and may not always be possible. Due to the pace of instruction, students may not begin an AP or Honors level class after the seventh day of school. Requests for schedule changes must be made by the appropriate drop date.

- Year-long and fall semester courses: Friday before Labor Day
- Spring Semester Courses: January 31

If a course is dropped after the drop date, the course will be noted on the student transcript, and will indicate one of the following, depending on the student's grade at time of withdrawal: "W" for withdrawn or "WF" for withdrawn-failing.

*Please note that due to our commitment to small, balanced classes, requests for individual teachers or for specific class periods cannot be accommodated.*

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# Advice from College Counseling

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- Colleges use your 9th-11th grade GPA and grades along with the rigor and diversity of your course selection to initially determine admission and scholarships. They also look at your senior year course schedule to see if you fulfill their requirements. Selective colleges look at your senior schedule to determine if you have kept a high level of academic rigor.
- Some colleges require a mid-year transcript senior year.
- Make your electives stand out by aligning your course selections with your career goals or pursuing your passions and strengths.
- If you can successfully complete a world language all four years, it is beneficial for college admission consideration at selective colleges.
- Look for courses that may be unique to our school that help set you apart from other students (ex. Holocaust Studies, Marine Biology, etc.).
- When considering AP/Honors vs. CP courses, take the most challenging courses you can in which you have the potential of earning A's and B's (more A's than B's), understanding that there is no guarantee that you will earn a certain grade.
- Be mindful of your full academic and extracurricular schedule when making course selections so that you do not overload yourself.

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# Graduation Requirements

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Full-Year Courses earn 1 credit  
Semester-Long Courses earn 1/2 credit

	Minimum Credit Required
<b>English</b>	<b>4</b>
9th English 9, Honors English 9	
10th English 10, Honors English 10	
11th English 11, AP English Language and Composition	
12th English 12, AP English Literature and Composition	
<b>Mathematics</b>	<b>4</b>
9th Algebra I, Honors Geometry	
10th Geometry, Honors Geometry, Algebra II, Honors Algebra II	
11th Algebra II, Honors Algebra II, Precalculus, AP Precalculus	
12th Algebra III, Precalculus, AP Precalculus, Calculus, AP Calculus AB, Statistics and Probability, AP Statistics	
<b>Science</b>	<b>4</b>
9th Biology, Honors Biology	
10th Chemistry, Honors Chemistry	
11th Physics, Honors Physics	
12th Environmental Science/Marine Science Anatomy/Forensic Science Astronomy/ Physics 2 Honors Human Biology, AP Biology, AP Chemistry, AP Physics 1	
<b>History/Social Science</b>	<b>4</b>
9th World History I, Honors World History I	
10th World History II, AP European History	
11th U.S. History, AP U.S. History	
12th AP U.S. Government and Politics/Honors Economics U.S. Government/Macroeconomics	
<b>World Languages</b>	<b>2</b>
<i>Note – Two years of the same language required in consecutive years, routinely in grades 9 and 10</i>	
Spanish I, II, III, and IV; Honors Spanish I, II, III, and IV; AP Spanish Language	
French I, II, III, and IV; Honors French I, II, III and IV, AP French Language	
<b>Visual and Performing Arts</b>	<b>1</b>
<b>Electives</b>	<b>4</b>
<b>TOTAL:</b>	<b>23</b>

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# English

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## English 9

Grade 9 (1)

This course develops the ability of each student to comprehend world literature and to compose structurally, grammatically, rhetorically, and critically sound essays based on the literature read in the course. Studies include an examination of short stories, the novel, poetry, and drama. A survey of classical mythology is included. Writing assignments are integrated into each unit of study with emphasis on refining formula writing. Students gain facility in research with a special emphasis on literary criticism of selected works. Vocabulary is also an important component of the course. Works studied may include *Much Ado About Nothing*, *The Old Man and the Sea*, *Edith Hamilton's Mythology*, *Alas Babylon*, *Fahrenheit 451*, and *Of Mice and Men*.

## Honors English 9

Grade 9 (1)

This course enhances students' abilities to analyze and evaluate selected world literature texts and to sharpen their writing skills. This course benefits students who are highly motivated and possess intellectual curiosity. Students are encouraged to respond analytically to the texts, to recognize the effects of the cultural setting of a work, and to draw comparisons among works created in different times within very different cultural norms. Students are expected to write frequently and at an advanced level. This course includes a research unit and resource paper. Vocabulary study and student-led discussions are also important components of the course. Major works may include *Edith Hamilton's Mythology*, *Fahrenheit 451*, *Much Ado About Nothing*, *Of Mice and Men*, *Oedipus the King*, *Animal Farm*, and *Inferno*. The course also includes a survey of world poetry.

*Prerequisites:* At least a 95% yearly average in 8th Grade English and recommendation of 8th Grade English teacher or at least an 88% yearly average in 8th Grade Honors English and recommendation of 8th Grade Honors English teacher.

## English 10

Grade 10 (1)

The primary purpose of this course is to develop the student's ability to comprehend and appreciate British literature and respond to it in an informed and academically appropriate way. Students are required to write extensively, practicing the use of the writing formula for writing about literature. Independent research focusing on literary selections is also required. In addition, vocabulary study is an important component of the course. Major works may include *The Hobbit*, *Othello*, *Macbeth*, *Frankenstein*, *Animal Farm*, *Lord of the Flies*, *Beowulf*, and *The Canterbury Tales*. The course also includes the study of poetry including poets such as Blake, Wordsworth, Coleridge, Burns, and Shakespearean sonnets.

## Honors English 10

Grade 10 (1)

This course provides a survey of significant works of British literature with an emphasis on close reading, critical interpretation, and analysis. Stressing the dominant characteristics of each historical literary period, there is an examination of the development of a variety of genres. The major emphasis in composition study is on essay substance and style. Knowledge of grammar and its uses will be demonstrated and evaluated primarily through writing samples. Familiarity with the writing formula is a prerequisite of the course. Students

are expected to write frequently and complete independent research. The vocabulary component stresses words and skills commonly assessed on standardized and/or college admission tests. Major works may include *Beowulf*, *The Canterbury Tales*, *Dracula*, *Lord of the Flies*, *Frankenstein*, *Othello*, *Macbeth*, *Great Expectations*, *Dr. Jekyll and Mr. Hyde*, *Brave New World*, and *Pride and Prejudice* as well as significant study of British poetry.

*Prerequisites:* At least a 95% yearly average in 9th Grade CP English and recommendation of 9th Grade CP English teacher OR at least an 85% yearly average in 9th Grade Honors English and recommendation of 9th Grade Honors English teacher.

## **English 11**

**Grade 11 (1)**

This course introduces students to the most enduring works of American literature, putting them in their historical contexts and tracing the emerging American identity through them. Frequent compositions are required, and students must complete independent research. Knowledge of grammar and its uses is demonstrated and evaluated primarily through writing. The vocabulary component stresses words and skills commonly assessed on standardized and/or college admission tests. Major works may include *The Adventures of Huckleberry Finn*, *The Scarlet Letter*, *The Crucible*, *The Great Gatsby*, and *A Streetcar Named Desire*, *The Catcher in the Rye*, and short stories by Hemingway, Faulkner, and other American writers.

## **AP English Language and Composition**

**Grade 11 (1)**

This rigorous and challenging course taught on a college level is designed to develop the student's writing and language analysis skills. AP Language differs from other high school English courses because of its focus on rhetoric. The course requires nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques. The course also requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. Students explore language: how it works, how it affects us, and how we use it. Knowledge of the writing formula is a prerequisite for the course. Major works allow for a study of American literature and may include *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Catcher in the Rye*, *Their Eyes Were Watching God*, and selected stories of Hemingway. In addition, students choose one non-fiction work to read independently each nine weeks. *Students are required to take the AP examination.*

*Prerequisites:* At least a 95% yearly average in 10th Grade CP English and recommendation of 10th Grade CP English teacher or at least an 85% yearly average in 10th Grade Honors English and recommendation of 10th Grade Honors English teacher.

## **English 12 College Prep Rhetoric and Composition**

**Grade 12 (½)**

This course explores and analyzes, in writing and reading, a variety of non-fiction genres and rhetorical situations. Students will learn to recognize and practice key rhetorical terms and strategies in diverse writing situations. The course will also focus on research, teaching students to evaluate sources for credibility, accuracy, and bias. Students will compose texts that integrate their stance with appropriate sources using strategies such as summary, critical analysis, interpretation, rhetorical analysis, and argumentation.



Major works typically include *In Cold Blood*, *A Moveable Feast*, and *Blink*. The course also includes a study of speeches, letters, essays, diaries, articles, and visual texts.

### **English 12 College Prep Literature and Composition**

**Grade 12 (½)**

This course fosters a mature understanding of exposition, fiction, poetry, and drama while enhancing the student's capacity for self-expression. Familiarity with the writing formula is a prerequisite of the course. Frequent compositions are required in response to the literature studied as well as less formal writing assignments. Research skills will also be incorporated. The vocabulary components of the course stress words and skills commonly assessed on standardized and/or college admissions tests. Major works may include works such as *Grendel*, *The Tragedy of Hamlet*, *The Iliad*, and *All Quiet on the Western Front*. Various poems and short stories from both American and British literature will also be included in this course.

### **AP English Literature and Composition**

**Grade 12 (1)**

This course fosters a mature understanding of the elements of exposition, fiction, poetry, and drama, and enhances students' capacity for self-expression. Familiarity with the writing formula is a prerequisite of the course. The study of literature emphasizes depth and acuteness in analysis of language, structure, content, and depth in critical understanding. This intensive concentration is complemented by extensive independent work by the students, who are given the responsibility for careful reading of selected works of recognized merit that may include *Old School*, *Hamlet*, *The Turn of the Screw*, *Daisy Miller*, *Oedipus Rex*, *Crime and Punishment*, *Alias Grace*, *How to Read Literature Like a Professor*, *The Glass Menagerie*, and *King Lear*. Short stories and poetry are also a major focus. Students read five works independently from an approved list of books likely to be referenced on the AP exam. *Students are required to take the AP examination.*

*Prerequisites:* At least a 95% yearly average in 11th Grade CP English and recommendation of 11th Grade CP English teacher or at least an 85% yearly average in 11th Grade AP English Language and Composition and recommendation of 11th Grade AP English Language and Composition teacher.

## **English Elective Course**

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Note: These courses do not fulfill the graduation requirements in English

### **Creative Writing**

**Grades 9-12 (½)**

This course is designed for those students who enjoy writing for themselves and would like to know more about composing personal essays, short fiction, and poetry. Students learn structural and stylistic devices using great authors' and poets' works as their models. Writing assignments require work in and out of class. Feedback from class members in weekly peer reviews serve as an essential part of learning how to improve style and content. This course may be taken two times throughout a student's high school career for a total of 1 credit.

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# Mathematics

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## **Algebra I**

**Grade 9 (1)**

Algebra I develops the basic structure of algebra and the real number system. The student is introduced to problem-solving techniques and encouraged to use these techniques logically. Topics include solutions of linear equations, inequalities in one and two variables, graphing of functions, products and factors, fractional equations, and quadratic equations.

## **Geometry**

**Grade 10 (1)**

This course is the study of Euclidean geometry. Emphasis is placed on understanding the basic properties and relationships of points, lines, angles, triangles, quadrilaterals, other polygons, and circles. Problem-solving situations that integrate arithmetic, algebra, and geometry are stressed. The process of deductive reasoning is studied and applied in geometric problems. An extension from plane geometry to three-dimensional geometry is included.

## **Honors Geometry**

**Grades 9-10 (1)**

This course offers an enriched treatment of plane geometry with an extension to geometry of three dimensions. Emphasis is placed on an axiomatic development of plane and solid geometry in an integrated course. Particular attention is paid to the meaning and application of deductive reasoning. The goals of this course are to develop the language of sets and real numbers as it applies to geometry; to develop a knowledge of the methods of proofs in geometry with special emphasis on the triangle congruence postulates; to develop a knowledge of angles and triangles, other polygonal regions, circles, and solids; and to develop a knowledge of lines and planes in space. There is an emphasis on writing and solving algebraic equations derived from geometric postulates, theorems, and definitions.

*Prerequisites:* At least a 95% yearly average in 9th Grade Algebra I and recommendation of 9th Grade Algebra I teacher or at least an 85% yearly average in 8th Grade Algebra and recommendation of 8th Grade Algebra teacher

## **Algebra II**

**Grade 10-11 (1)**

Algebra II begins with a review and extension of Algebra I. Additional topics include linear and quadratic relations and functions, systems of equations and inequalities, conic sections, polynomial functions, direct and inverse variation, rational exponents, exponential and logarithmic functions, sequences, series, complex numbers, and the binomial theorem.

## **Honors Algebra II**

**Grades 10-11 (1)**

This course begins with a review and extension of the topics in Algebra I. The rapid pace is designed for students who expect to complete calculus their senior year. Among the topics studied are linear and quadratic relations and functions, equations and inequalities in one and two variables, exponential and logarithmic functions, polynomial functions, rational functions, sequences and series, complex numbers, matrices, permutations, combinations, systems of equations, and direct and inverse variation.

*Prerequisites:* At least an 85% yearly average in Honors Geometry and recommendation of Honors Geometry teacher.

## **Algebra III**

**Grade 12 (1)**

This math course is designed for the student who needs reinforcement of Algebra I and Algebra II skills before taking precalculus at the college level. This course covers the major topics of College Algebra and the basic trigonometric functions. Specific topics include linear and quadratic relations and functions, equations and inequalities in one and two variables, exponential and logarithmic functions, polynomial functions, complex numbers, matrices, permutations, combinations, systems of equations and inequalities, and direct and inverse variations.

*Prerequisites:* Below a 77% in Algebra II and the recommendation of the Algebra II teacher.

## **Precalculus**

**Grades 11-12 (1)**

This course delves more deeply into algebraic concepts introduced in Algebra II. Topics include analyzing various functions from a calculus perspective. Other topics include conic sections, vectors, and polar coordinates. A strong emphasis is placed on the study of trigonometry through the study of circular functions. Other trigonometric topics include trigonometric identities, functions, equations, and graphs.

## **AP Precalculus**

**Grades 11-12 (1)**

This course centers on functions of modeling dynamic phenomena. This research-based exploration of functions is designed to better 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.

*Prerequisites:* At least an 85% yearly average in Honors Algebra II and recommendation of Honors Algebra II teacher.

## **Statistics and Probability**

**Grade 12 (1)**

This course provides students with a basic understanding of the vocabulary and conceptual framework of statistical analysis in order to provide a strong foundation for success in a college course. Major topics include identifying categorical versus quantitative data, appropriate tools for analyzing these types of data, the normal model, and regression analysis.

*Prerequisite:* Successful completion of or concurrent enrollment in Precalculus or AP Precalculus.

## **Calculus**

**Grade 12 (1)**

This course begins with a quarter of further study of the precalculus topics needed for the study of calculus. The second quarter begins the integrated course of analytical geometry, differential calculus, and an introduction to integral calculus. Topics studied include limits and derivatives, differentiation of algebraic and transcendental functions, applications of differentiation, and integration of algebraic functions.

*Prerequisite:* Successful completion of Precalculus or AP Precalculus.

## **AP Calculus AB**

**Grade 12 (1)**

The Advanced Placement Calculus course is an integrated course of analytical geometry and differential and integral calculus. Topics include limits and derivatives, differentiation of algebraic and transcendental functions, and applications of differentiation, the definite integral as a limit of a sum, antiderivatives, elementary and advanced integration with applications. *Students are required to take the AP examination.*

*Prerequisites:* At least an 85% yearly average in AP Precalculus and recommendation of AP Precalculus teacher

## **AP Statistics**

**Grade 11-12 (1)**

This course prepares students for the AP Statistics exam. Students develop a number of skills including selecting methods for collecting or analyzing data; describing patterns, trends, associations, and relationships in data; using probability and simulation to describe probability distributions and define uncertainty in statistical inference; and using statistical reasoning to draw appropriate conclusions and justify claims.

*Students are required to take the AP exam.*

*Prerequisites:* At least an 85% yearly average in Honors Precalculus, Honors Algebra II, or a 90% yearly average in Precalculus and teacher recommendation.

# **Mathematics Elective Course**

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Note: These courses do not fulfill the graduation requirements in Mathematics.

## **Financial Literacy**

**Grade 12 (½)**

This course provides students with knowledge and application of basic financial principles. Topics include budgeting, investing, paying for college, taxes, and retirement planning.

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# **Science**

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## **Biology**

**Grade 9 (1)**

This course broadens a student's understanding of how organisms are built and maintained. Major unit topics include ecology, cellular biology, genetics, and evolution. An introduction to the living kingdoms and human body systems completes the survey. All topics include an active lab component and emphasis on appropriate scientific methodology.

## **Honors Biology**

**Grade 9 (1)**

This course is a rigorous study of the physical, chemical and biological principles common to all organisms. Fundamental principles support the study of cell structure and function, basic biochemistry, cell energies, photosynthesis, genetics, and the environment. The scientific method, an overview of plant and animal diversity and historical elements are also presented. Laboratory experiences are an integral part of the course. This class is a strong preparation for AP Biology and college level biology courses.

*Prerequisites:* A minimum of a 92% yearly average in 8th grade STEM and recommendation of 8th grade STEM teacher.

## **Chemistry**

**Grade 10 (1)**

Chemistry is designed to help students understand the world around them by studying matter and the changes it undergoes. Topics include atomic structure, bonding, stoichiometry, states of matter, thermochemistry, and acid base chemistry. Chemistry is a laboratory science and laboratory work is vital to student success in this course. Emphasis is placed on collaborative learning, inquiry, and science process skills, such as formulating hypotheses, experimental design, and data collection and analysis.

## Honors Chemistry

Grade 10 (1)

This course is designed to help students understand the world around them by offering an in-depth study of matter and the changes it undergoes. Topics include atomic structure, bonding, stoichiometry, states of matter, thermochemistry, kinetics, equilibrium, acid base, and electrochemistry. Chemistry is a laboratory science and laboratory work is vital to student success in this course. Emphasis is placed on collaborative learning, inquiry, and science process skills, such as formulating hypotheses, experimental design, and data collection and analysis. Honors Chemistry is for students who have shown a proficiency in studying science and who have exhibited interest in and enthusiasm for science. Because of the highly mathematical content of this course, students should have a working knowledge of percent, proportions, graphing, solving for unknowns, and the ability to solve word problems. This course is designed to complement and prepare students for AP Chemistry.

*Prerequisites:* A minimum of a 92% yearly average in 9th grade CP Biology and recommendation of 9th grade CP Biology teacher or a minimum of an 85% yearly average in 9th grade Honors Biology and the recommendation of 9th grade Honors Biology teacher.

## Physics

Grade 11 (1)

The primary goal of this course is to help students understand how physics principles guide the behavior of our universe. Topics investigated include motion, mechanics, energy, sound, light/optics, electricity, magnetism. This class explores the relevance of physics to everyday life. Fundamental physical laws that guide the behavior of nature are learned through demonstrations, laboratory investigations, and discussion.

## Honors Physics

Grade 11 (1)

This course provides a strong foundation for those students who may continue their physics studies at the AP or college level. Strong math skills/reasoning and the willingness to work through multi-step problems are integral for learning about the basic laws and forces that shape our universe. This course focuses on one- and two-dimensional motion, forces and Newton's Laws, scientific work and energy, momentum, wave motion including sound and light waves, magnets, and electricity. Students apply content to laboratory investigation through scientific reasoning, inquiry, problem solving, and hands-on application projects.

*Prerequisites:* A minimum of a 92% yearly average in 10th grade CP Chemistry and recommendation of 10th grade CP Chemistry teacher or a minimum of an 85% yearly average in 10th grade Honors Chemistry and the recommendation of 10th grade Honors Chemistry teacher.

## Marine Science

Grade 12 (½)

In this course, students study the life of the world's oceans, with emphasis on the flora and fauna of the Gulf of Mexico. Class discussions of the characteristics of major marine ecosystems, characteristics of major marine divisions, ecology of various sea zones, the diversity of marine organisms, and the interrelationship between man and the ocean support and strengthen lecture material. This course helps students learn how to scientifically observe and pose questions about the living things and the varied environments of marine systems. Students are challenged to consider their role on this planet and how their daily activities affect the marine environment and its inhabitants and how the ocean, in turn, impacts the students. *Students enrolled in Marine Science as their core science class must also enroll in Environmental Science.*

## **Environmental Science**

**Grade 12 (½)**

This course focuses on the study of the many interactions between humans and the environment surrounding them, living and nonliving. Topics studied include population growth and its effects on the environment, the impact of technological advances on the environment, and how human health and the health of the planet are connected. Students explore the scientific, cultural, and economic themes associated with environmental issues and policies. *Students enrolled in Environmental Science as their core science class must also enroll in Marine Science.*

## **Anatomy**

**Grade 12 (½)**

This introductory human anatomy course uses a combined regional and systemic approach to examine the relationships and organization of the major structures within the head/neck, thorax, abdomen, pelvis and back/limbs regions of the body. Students learn the fundamentals of human anatomy relevant for clinical application. The emphasis of the course is on gross anatomy, with relevant micro-anatomy taught as needed. A systems approach is used to prepare students to understand relationships among structures that contribute to the functioning of organ systems. A combination of lecture and interactive learning activities help to develop student knowledge and critical thinking skills as applied to anatomical terminology and concepts. *Students enrolled in Anatomy as their core science class must also enroll in Forensic Science.*

## **Forensic Science**

**Grade 12 (½)**

This course applies multiple scientific disciplines to the investigation of criminal or civil questions of the law. In this course students use biology, chemistry, and physics to analyze and interpret evidence within the realm of our legal system. The course begins with an introduction to scientific inquiry and the process of forensic investigation. Students then apply their knowledge of investigation to the analysis of trace evidence, fingerprints, DNA, and blood. Students actively participate in labs and activities relating to the investigation of crime scenes and the analysis of evidence. *Students enrolled in Forensic Science as their core science class must also enroll in Anatomy.*

## **Astronomy**

**Grade 12 (½)**

This introductory Astronomy course offers students an opportunity to explore the basics of celestial bodies and phenomena, such as planets, moons, stars, nebulae, galaxies, and comets. This course will provide the student with a study of the universe and the conditions, properties, and motions of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth/moon system, the sun as a star, and stars. This course will also provide insight to current day topics such as space exploration, advancements in telescope technology, dark matter, and special relativity. Basic physics and algebra skills will be required. *Students enrolled in Astronomy as their core science class must also enroll in Physics 2.*

## **Physics 2**

**Grade 12 (½)**

This course is a continuation of Physics 1. It will provide a strong foundation for those students who are interested in continuing their physics studies at the college level. Students will apply content to laboratory investigation through scientific reasoning, inquiry, problem solving, and hands-on application projects. Students will build upon topics discussed in Physics 1 and will also cover topics such as and not limited to light and optics, thermodynamics, static electricity, electric circuits, and magnetism. *Students enrolled in Astronomy as their core science class must also enroll in Physics 2.*

*Prerequisites:* A minimum of an 85% yearly average in 11th grade Honors Physics or a minimum of a 88% yearly average in 11th grade CP Physics.

## **Honors Human Biology**

**Grades 11-12 (1)**

This course provides an introduction to the structure and function of the human body using an organ systems approach. The organ systems studied include skeletal, muscular, circulatory, immunity, respiratory, digestion, urinary, nervous, sensory, endocrine, and reproductive. Human development and heredity will also be integrated into the subject. Topics also studied include basic chemistry along with cell and tissue structure.

*Prerequisites:* Successful completion of Biology (CP or Honors) and Chemistry (CP or Honors) and teacher recommendation.

## **AP Biology**

**Grade 10-12 (1)**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, and communication, genetics, information transfer, ecology, and interactions. Since AP Biology is the equivalent of a freshman college-level course, students are expected to read, write, and think at the level of first-year college students. Consistent successful performance in this course requires a great deal of commitment on the part of the student. Students are required to take the AP examination.

*Prerequisites:* Successful completion of Honors Biology with an 88% yearly average and recommendation of Honors Biology teacher. Must be enrolled in or have completed Chemistry (CP or Honors).

## **AP Physics 1**

**Grade 12 (1)**

This course is an algebra-based, introductory college-level physics course. Students develop 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. Strong math skills and mathematical reasoning are necessary to be successful in this course. Since AP Physics 1 is the equivalent of a freshman college-level course, students are expected to read, write, and think at the level of first-year college students. Consistent successful performance in this course requires a great deal of commitment on the part of the student. *Students are required to take the AP examination.*

*Prerequisites:* Successful completion of Honors Physics with an 88% yearly average and recommendation of Honors Physics teacher.

## **AP Chemistry**

**Grades 11-12 (1)**

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore content such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Since AP Chemistry is the equivalent of a freshman college-level course, students are expected to read, write, and think at the level of first-year college students. Consistent successful performance in this course requires a great deal of commitment on the part of the student. *Students are required to take the AP examination.*

*Prerequisites:* Successful completion of Honors Chemistry with an 88% yearly average and recommendation of Honors Chemistry teacher.

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# History

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## **World History I**

**Grade 9 (1)**

This year-long survey of world history focuses on prehistory through the medieval period. Emphasis is placed on early civilizations, religious development, cultural developments, and man's interaction with the environment. Students develop their skills in thesis development, argumentative writing, and analysis of primary and secondary documents. The course also helps students develop historical thinking skills centered on causation, comparison, and change and continuity over time.

## **Honors World History I**

**Grade 9 (1)**

This advanced course focuses on prehistory through the medieval period, examining history through the lenses of politics, socioeconomics, and culture. Students read and write extensively in the discipline, developing their skills in thesis development, argumentative writing, and analysis of challenging primary and secondary documents. The course centers around the following key historical thinking skills: causation, comparison, change and continuity over time, contextualization, and periodization. Those students desiring to enroll in AP European History as a sophomore are strongly encouraged to enroll in Honors World History I.

*Prerequisites:* At least a 93% yearly average in 8th grade American History and the recommendation of the 8th grade history teacher.

## **World History II**

**Grade 10 (1)**

This year-long survey of world history explores the period 1450 to the present. Topics include both Western and non-Western societies. The course helps students develop understanding of the modern world from different perspectives. While the content is organized and presented chronologically, students also develop their understanding through historical themes and historical thinking. Course readings are selected to help students build background knowledge. Class time is spent developing skills like close reading, analysis, and interpretation. Students interpret different kinds of primary sources including textual, visual, and statistical documents. They engage in different modes of writing that emphasize interpretation and argument development. All of this is designed to help students develop tools needed for further learning in college and beyond.

## **AP European History**

**Grades 10-12 (1)**

This course is a year-long survey of European history that covers the period 1450 to the present. While the content is organized and presented chronologically, students will also develop their understanding through historical themes and historical thinking. Students will interpret different kinds of primary sources including textual, visual, and statistical documents. The course emphasizes different modes of writing that stress analysis, interpretation, and argument development. The centerpiece of the course is the documents-based essay, a complex task that requires students to perform a variety of higher-order thinking skills, often under timed conditions. AP European History is the equivalent of a first-year college class. Students are expected to read, write, and think at the level of first-year college students. Consistent successful performance in this course requires a great deal of commitment on the part of the student. Students are required to take the AP examination.

*Prerequisites:* At least a 90% yearly average in CP World History I or 88% yearly average in Honors World History I and recommendation of current history teacher.



**U.S. History****Grade 11 (1)**

This course is an examination of United States History from 1865 to the present. Beginning with a brief review of U.S. History before 1865, this class traces the social, political, economic, cultural and diplomatic forces that shape present-day American society and events. Special attention is given to critical reading, writing and discussion skills necessary for success in college level work. Students work to develop these skills through analyzing primary and secondary sources, developing historical arguments, making historical connections and utilizing reasoning about comparison, causation, and continuity and change.

**AP U.S. History****Grade 11 (1)**

This year-long survey of American history explores the period 1491 to the present. While the content is organized and presented chronologically, students also develop their understanding through historical themes and historical thinking. Students interpret different kinds of primary sources including textual, visual, and statistical documents. The course emphasizes different modes of writing that stress analysis, interpretation, and argument development. The centerpiece of the course is the documents-based essay, a complex task that requires students to perform a variety of higher-order thinking skills, often under timed conditions. AP U.S. History is the equivalent of a first-year college class. Students are expected to read, write, and think at the level of first-year college students. Consistent successful performance in this course requires a great deal of commitment on the part of the student. Students are required to take the AP examination.

*Prerequisites:* A 90% yearly average in World History II or an 85% yearly average in AP European History and the recommendation of current history teacher.

**U.S. Government****Grade 12 (½)**

The primary purpose of this semester-long course is to give students a strong foundation in the principles of American government as well as the rights and responsibilities of good citizenship in order to fully prepare them for a first-year college political science course. Topics explored include the foundations of American government, the relationship between the three branches of government and the federal bureaucracy, the American political system, and civil rights and liberties. Students focus heavily on current events and relate them to the curriculum.

**Macroeconomics****Grade 12 (½)**

This semester-long course focuses on macroeconomic theory and the pervasive debate between the free market and government intervention. Basic economic concepts are introduced and essentials in graphing supply and demand are explained. Further topics include Classical and Keynesian economic theory, fiscal and monetary policy, income inequality and poverty, and international trade. Students also learn the basics of financial planning. This course closely parallels a college level "Principle of Macroeconomics" course.

## **AP United States Government and Politics**

**Grade 12 (½)**

AP U.S. Government and Politics provides a college-level introduction to key political concepts, ideas, institutions, and policies that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. AP U.S. Government and Politics is the equivalent of a first-year college class. Students are expected to read, write, and think at the level of first-year college students. Consistent successful performance in this course requires a great deal of commitment on the part of the student. *Students enrolled in AP United States Government and Politics must also enroll in Honors Economics. Students are required to take the AP examination.*

*Prerequisites:* A 90% in CP U.S. or an 85% in AP U.S. and the recommendation of current history teacher.

## **Honors Economics**

**Grade 12 (½)**

This course encompasses many of the topics discussed in Macroeconomics, but at an accelerated pace. Additionally, a greater focus will be placed on microeconomics concepts such as consumer behavior, profit maximization, government and market failure, and taxation. *Students enrolled in AP United States Government and Politics must also enroll in Honors Economics.*

# **History Elective Courses**

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Note: These courses do not fulfill the graduation requirements in history.

## **AP Human Geography**

**Grades 10-12 (1)**

This is a year-long course designed to replicate a semester introductory human geography course at the college level. The purpose of the course is to introduce students to human geography through readings, video case studies, daily discussions, individual, group, and project-based activities. AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. Methods and tools used by geographers are also examined. *Students are required to take the AP examination.*

*Prerequisites:* To enroll in AP Human Geography as a sophomore student must earn at least a 93% yearly average in CP World History I or 90% yearly average in Honors World History I. To enroll in AP Human Geography as a junior students must have earned a 90% yearly average in World History II or an 85% yearly average in AP European History. To enroll in AP Human Geography as a senior students must have earned a 90% yearly average in CP U.S. or an 85% yearly average in AP U.S.

## **Holocaust Studies**

**Grades 11-12 (½)**

This semester-long elective course explores the long history of antisemitism in Europe and the discrimination and persecution of Jewish people under the Nazi regime during WWII as well as the search for justice in its aftermath.

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# World Language

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## Spanish

### **Upper School Spanish Novice Low (101)**

**Grade 9 (1)**

This course introduces elementary syntactical components of the target language and the grammatical rules that govern the present tense through communicative and proficiency based methodologies. Learners apply focused thematic vocabulary that is acquired during the year to interact in all four modalities (listening, speaking, reading and writing) and create meaningful communication.. In addition, the course explores the cultures of the Spanish-speaking world, and is taught using an appropriate cultural framework. Formally Intro to Spanish I.

*Prerequisite:* No prior courses taken in foreign language at the middle school or upper school level.

### **Spanish Novice High (103)**

**Grade 9 (1)**

This course develops elementary, syntactical components of the target language and the grammatical rules that govern the present and past tenses. Learners thereby apply the vocabulary that is acquired during the year to interact in all four modalities (listening, speaking, reading and writing), and create meaningful interpersonal, presentational and interpretive communication appropriate for novice level language students. In addition, there is an effort to introduce intermediate language components, such as impersonal se expressions. The course explores the cultures of the Spanish-speaking world and beyond, with special emphasis on the Andean Region of South America. Formally Spanish I.

*Prerequisite:* Students must have completed at least one year of middle school Spanish.

### **Honors Spanish Novice High (103)**

**Grade 9 (1)**

The focus of this course is the further development of elementary, syntactical components, and the structural rules that govern the present and past tenses. The acquired vocabulary affords students the opportunity to create relevant communication in a highly interactive setting that incorporates listening, speaking, reading and writing, and creates meaningful interpersonal, presentational, and interpretive exchanges at the advanced novice level. The course is conducted within an appropriate cultural framework but places special emphasis on the Andean Countries of South America. The pace of this advanced course is faster, and the breadth and depth of the concepts that are studied is greater. Formally Honors Spanish I.

*Prerequisites:* 92% yearly average in 8th grade Spanish and/or meet ACTFL Standards (assessed by language faculty interview) and recommendation of current language teacher.

### **Upper School Spanish Novice Mid (102)**

**Grade 10 (1)**

This course is designed to help students continue developing competence in the target language and concentrates on broadening their communicative skills. Especially important is creating relevant communication that expands as well as moves beyond the present tense. Therefore, the use of the past, imperfect, and future tenses is methodically practiced in all four modalities, so students seamlessly expand their ability to create lengthier relevant communication, albeit restricted to predictable situations. Incorporating the appropriate cultural framework into the lessons of Intro to Spanish II continues to be an integral element of the curriculum. Formally Intro to Spanish II.

*Prerequisite:* Successful completion of Intro to Spanish I.

**Spanish Intermediate Low (201)****Grade 10 (1)**

This course is designed to help students continue developing competence of the concepts studied in Spanish I, and concentrates on broadening the acquisition of vocabulary for predictable scenarios as well as on strengthening students' grammatical and syntactical base. Especially important are the use of the passive voice, perfect and progressive tenses, and the imperative mood, as well as the mastery of the past tenses. This new information is methodically practiced in all four modalities. Students seamlessly expand their ability to create lengthier relevant communication in interpretive, interpersonal, and presentational modes, using more complex language, albeit restricted to predictable situations. Incorporating the appropriate cultural framework into the lessons of Spanish II continues to be an integral element of the curriculum, and special attention is devoted to the Spanish-speaking Caribbean and Central America. Formally Spanish II.

**Honors Spanish Intermediate Low (201)****Grade 10 (1)**

This course further develops proficiency of the concepts studied in Spanish I, expands the acquisition of vocabulary for predictable scenarios, and strengthens students' grammatical and syntactical base. The goal is to help students increase their ability to express themselves in multiple time frames such as progressive and perfect tenses as well as passive voice and the imperative mood. In addition, the practice for mastery of the past tenses is an important and integral component of the grammatical aspect of the course. Students are given the opportunity to methodically integrate what they have learned in all four modalities (listening, speaking, reading and writing), and by using interpretive, interpersonal, and presentational modes of communications, so as to expand their linguistic ability albeit restricted to predictable topics. Employing the appropriate cultural framework into the lessons continues to be an important element of the curriculum, and special attention is devoted to the Spanish-speaking Caribbean and Central America. Formally Honors Spanish II.

*Prerequisites:* 90% in Honors Spanish I/92% in CP Spanish I and/or meet ACTFL Standards (assessed by language faculty interview) and recommendation of current language teacher.

**Spanish Intermediate Mid (202)****Grade 11 (1)**

Students in Spanish III continue developing their communicative skills using additional time frames and moods, such as the future and the conditional as well as the subjunctive and the imperative. These elements require students to use sophisticated linguistic structures and much time is devoted to fluidity of expressions and structures that are often counterintuitive to the English speaker. Lengthier authentic reading materials are studied and students are required to produce language in interpretive, interpersonal, and presentational modes that increasingly incorporates idiomatic expressions and an elevated vocabulary. However, student linguistic output is still dependent on predictable scenarios and generalized thematic units. Culturally, while students explore issues and challenges of the entire Spanish-speaking world and beyond, a particular focus is on the southern parts of South America. Formally Spanish III.

**Honors Spanish Intermediate Mid (202)****Grade 11 (1)**

Students in Honors Spanish III continue developing a more advanced vocabulary. The grammatical component of the course integrates an in-depth review of the indicative tenses as well as the imperative and the subjunctive moods. Students are expected to use complex linguistic structures, rich in idiomatic expressions, and constructions that are often counterintuitive to the English speaker. In addition, reading, writing, listening and speaking assignments are lengthy and use interpretive, interpersonal, and presentational forms of communication. Culturally, students explore issues and challenges, as well as the literary voices of the entire Spanish-speaking world, with a particular focus on the southern parts of South America. Formally Honors Spanish III.

*Prerequisites:* 90% in Honors Spanish II / 92% in Spanish II and/or meet ACTFL Standards (assessed by language faculty interview) and recommendation of current language teacher.

### **Spanish Intermediate High (203)**

**Grade 12 (1)**

The acquisition of the vocabulary as in previous years is an integral part of the curriculum of Spanish IV and is meant to give students the means by which to achieve a more fluent production of language. Much of the grammar is a review and a continuation of the study of advanced grammar. Reading and listening assignments are carefully selected to give students the opportunity to increasingly explain, summarize, analyze, infer, synthesize, and reflect, in a highly interactive environment using interpretive, interpersonal, and presentational modes of communication. These elements require students to begin using language in unpredictable settings, while exploring a broad spectrum of topics as well as elements of the history, art, cultural diversity, and literature of Spain and beyond. Moreover, students continue exploring contemporary issues of the entire Spanish-speaking world. Formally Spanish IV.

### **Honors Spanish Intermediate High (203)**

**Grade 12 (1)**

The curriculum of Honors Spanish IV mirrors that of AP Spanish, however, students are not required to take the AP test. The course is based on ACTFL Guidelines. It is an intensive program of study designed to help students become proficient in the language. It is organized around thematic units that naturally integrate study of advanced grammar, syntax, and vocabulary enrichment. The reading materials vary in length, scope, content, style, point of view, origin, and genre. The audio and audio-visual selections reflect a variety of sources that are designed to enhance the auditory comprehension and to expose students to authentic language and its variations of speech. Students are expected to interpret, comment, discuss, and react to the content of each audio or audio-visual, or written material. All writing and speaking assignments afford students the opportunity to explain, summarize, analyze, infer, synthesize and reflect, and are both formal and informal in nature. All modes of communication whether interpretive, interpersonal, or presentational are intensely practiced. Formally Honors Spanish IV.

*Prerequisites:* 90% in Honors Spanish III / 92% in Spanish III and/or meet ACTFL Standards (assessed by language faculty interview) and recommendation of current language teacher.

### **AP Spanish Language & Culture**

**Grade 12 (1)**

The curriculum of the AP Spanish Language course is based on ACTFL Guidelines and is an intensive program of study designed to help students become proficient in the language. It is organized around thematic units that naturally integrate the study of advanced grammar, syntax, and vocabulary enrichment. The reading materials vary in length, scope, content, style, point of view, origin, and genre. The audio and audio-visual selections reflect a variety of sources that are designed to enhance the auditory comprehension and to expose students to authentic language and its variations of speech. Students are expected to interpret, comment, discuss and react to the content of each audio or audio-visual, or written material. All writing and speaking assignments afford students the opportunity to explain, summarize, analyze, infer, synthesize, and reflect, and are both formal and informal in nature. All modes of communication whether interpretive, interpersonal, or presentational are intensely practiced. Students are required to take the AP examination.

*Prerequisites:* 90% in Honors Spanish III and/or meet ACTFL Standards (assessed by language faculty interview) and recommendation of current language teacher.

# French

## **French Novice High (103)**

**Grade 9 (1)**

This course introduces elementary syntactical components of the target language and the grammatical rules that govern the present and past tenses. Learners thereby apply the vocabulary that is acquired during the year to interact in all four modalities (listening, speaking, reading and writing) and use interpersonal, interpretive, and presentational modes of communication. In addition, the course is taught taking into account the cultural framework of the Francophone world. Formally French I.

*Prerequisite:* Students must have completed at least one year of middle school French.

## **Honors French Novice High (103)**

**Grade 9 (1)**

The focus of this course is the introduction of elementary, syntactical components, and the rules that govern the usage and conjugation of the present tense and the past tenses. The vocabulary that is acquired throughout the year affords students the opportunity to create relevant language in a highly interactive setting that incorporates listening, speaking, reading, and writing. However, the pace is faster, and the breadth and depth of the concepts that are studied is greater. The course is taught taking into account the cultural framework of the Francophone world. Formally Honors French I.

*Prerequisites:* 92% in 8th Grade French and/or meet ACTFL Standards (assessed by language faculty interview) and recommendation of current language teacher.

## **French Intermediate Low (201)**

**Grade 10 (1)**

This course is designed to help students continue developing competence of the concepts studied in French I, and concentrates on broadening the acquisition of vocabulary for predictable scenarios as well as on strengthening the students' grammatical and syntactical base. Especially important grammatically are the future, the past tenses, and the imperative mood. This new information is methodically practiced in all four modalities, so that students seamlessly expand their ability to create lengthier relevant communication using more complex language, albeit restricted to predictable situations. Incorporating the appropriate cultural framework into the lessons of French II continues to be an integral element of the curriculum. Formally French II.

## **Honors French Intermediate Low (201)**

**Grade 10 (1)**

This course further develops proficiency of the concepts studied in French I, expands the acquisition of vocabulary for predictable scenarios, and strengthens the grammatical and syntactical base of second year learners. To help students increase their ability to express themselves in multiple time frames, the future and more past tenses are studied. The imperative mood is also incorporated into the curriculum, and students are given the opportunity to methodically integrate what they have learned by using all four modalities (listening, speaking, reading and writing), so that their ability to create lengthier relevant communication using more complex language, albeit restricted to predictable situations continually expands. Employing the appropriate cultural framework into the lessons of Honors French II continues to be an important element of the curriculum. Formally Honors French II.

*Prerequisites:* 90% in Honors French I/92% in French I and/or meet ACTFL Standards (assessed by language faculty interview) and recommendation of current language teacher.

**French Intermediate Mid (202)****Grade 11 (1)**

Students in French III continue developing their communicative skills using additional time frames and moods, such as the future and the conditional as well as the subjunctive and the imperative. These elements require students to use sophisticated linguistic structures and much time is devoted to fluidity of expressions and structures that are often counterintuitive to the English speaker. Lengthier authentic reading materials are studied and students are required to produce language in interpretive, interpersonal, and presentational modes that increasingly incorporates idiomatic expressions and an elevated vocabulary. However, student linguistic output is still dependent on predictable scenarios and generalized thematic units. Culturally, students explore issues and challenges of the Francophone world. Formally French III.

**Honors French Intermediate Mid (202)****Grade 11 (1)**

The ever expanding vocabulary base of the third year Honors' student includes more elevated vocabulary and more idiomatic expressions so as to encourage the development of language that is increasingly characterized by a richer use of idioms, and therefore imitates more and more native-like speech in conventional settings. The grammatical component of the course integrates the perfect tenses, the passive voice, the subjunctive, and the conditional. The demands to include these sophisticated structures in the third year requires devoting much time to the acquisition of both a solid structural foundation as well as to the practice of constructions that are often counterintuitive to the English speaker. In addition, reading, writing, listening and speaking assignments become lengthier. The proper cultural framework, as in previous years, continues to be seamlessly integrated into the curriculum. Formally Honors French III.

*Prerequisites:* 90% in Honors French II / 92+ in French II and/or meet ACTFL Standards (assessed by language faculty interview) and recommendation of current language teacher.

**French Intermediate High (203)****Grade 12 (1)**

The acquisition of the vocabulary as in previous years is an integral part of the curriculum and is meant to give students the means by which to achieve a more fluent production of language. Much of the grammar is a review and a continuation of the study of advanced grammar. Reading and listening assignments are carefully selected to give students the opportunity to increasingly explain, summarize, analyze, infer, synthesize and reflect, in a highly interactive environment using interpretive, interpersonal, and presentational modes of communication. These elements require students to begin using language in unpredictable settings, while exploring a broad spectrum of topics as well as elements of the history, art, cultural diversity and literature of France and beyond. Moreover, students continue exploring contemporary issues of the entire Francophone world. Formally French IV.

**Honors French Intermediate High (203)****Grade 12 (1)**

The curriculum of French Honors IV mirrors that of French AP, however, students are not required to take the AP test. The course is based on ACTFL Guidelines. It is an intensive program of study designed to help students become proficient in the language. It is organized around thematic units that naturally integrate the study of advanced grammar, syntax and vocabulary enrichment. The reading materials vary in length, scope, content, style, point of view, origin and genre. The audio and audio-visual selections reflect a variety of sources that are designed to enhance the auditory comprehension and to expose students to authentic language and its variations of speech. Students are expected to interpret, comment, discuss and react to the

content of each audio or audio-visual, or written material. All writing and speaking assignments afford students the opportunity to explain, summarize, analyze, infer, synthesize and reflect, and are both formal and informal in nature. All modes of communication whether interpretive, interpersonal or presentational are intensely practiced. Formally Honors French IV.

*Prerequisites:* 90% in Honors French III/92+ in French III and/or meet ACTFL Standards (assessed by language faculty interview) and recommendation of current language teacher.

## **AP French Language & Culture**

**Grade 12 (1)**

The curriculum of the French AP course is based on ACTFL Guidelines and is an intensive program of study designed to help students become proficient in the language. It is organized around thematic units that naturally integrate the study of advanced grammar, syntax and vocabulary enrichment. The reading materials vary in length, scope, content, style, point of view, origin and genre. The audio and audio-visual selections reflect a variety of sources that are designed to enhance the auditory comprehension and to expose students to authentic language and its variations of speech. Students are expected to interpret, comment, discuss and react to the content of each audio or audio-visual, or written material. All writing and speaking assignments afford students the opportunity to explain, summarize, analyze, infer, synthesize and reflect, and are both formal and informal in nature. All modes of communication whether interpretive, interpersonal or presentational are intensely practiced. Students are required to take the AP examination.

*Prerequisites:* 90% in Honors French III and/or meet ACTFL Standards (assessed by language faculty interview) and recommendation of current language teacher.

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# Fine Arts

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## **Beginning Band**

**Grades 9-12 (1)**

Learn to play a wind or percussion instrument. The student will provide the instrument to play in most cases; however, some larger instruments may be provided by the school (subject to availability). *Approval of teacher is required to enroll.*

## **Advanced Band**

**Grades 9-12 (1)**

This performing ensemble consists of students who demonstrate a high level of musical ability on their chosen instruments. The Advanced Band performs at many school and community functions as well as Alabama Band Association district and state events. Students in the Advanced Band are required to be in the Marching Band. The Marching Band performs at all of the school's football games including State Playoffs and the state championship game. They also perform at some pep rallies and basketball games. In the fall season, the Advanced Band also performs as a Concert Band which performs at community and school functions. Spring opportunities include group performances at the State MPA Contest and individually at All-State Band and at District Solo and Ensemble. Students participating in the Advanced Band are required to attend all of these events as well as Tuesday afternoon rehearsals and summer band camp.

## **Wright Singers**

**Grade 9-12 (1)**

The Wright Singers is an elite, award-winning ensemble that performs many genres and styles of music. The Wright Singers perform at football games, assemblies, and community organizations and events, Alabama Vocal Association district and state events, and holiday and spring concerts. This choir also competes on the national level around the country.



**Piano Lab (semester course)****Grades 9-12 (½)**

This semester class is designed for both beginning and intermediate piano students who are interested in learning basic playing and music terminology in a group setting. The course begins with training in introductory skills; thus, students who enroll need little to no experience. By end of the course, students will be able to play simple melodies with left-hand chord accompaniment.

**Introduction to Photography (fall semester)****Grades 10-12 (½)**

This class will be an introduction to photo techniques, camera settings, and composition. We will focus on using the elements of art and principles of design in photography, and learning to photograph a variety of subject matter. Students will utilize a school-provided digital camera. Class fee: \$75

*No Prerequisite for 2023-24.*

**Introduction to Photo Editing (spring semester)****Grades 10-12 (½)**

This class will be an introduction to Photoshop. We will start with basic photo editing, and then move on to creative digital techniques you can use to with photographs. Students will learn how to edit their photos to convey different feelings and ideas. Students will utilize a school-provided digital camera. Class fee: \$75

*No Prerequisite for 2023-24.*

**Photography 2 (fall semester)****Grades 10-12 (½)**

This class will continue what was learned in the introduction to photography classes. Students will have a chance to explore different subject matter and have more freedom to choose what they photograph. You will keep a sketchbook in this class to experiment with your photography, and also work with your photos in Photoshop. Students will utilize a school-provided digital camera. Class fee: \$75

*Prerequisite for 2023-24: Successful completion of both Photo I semester-long courses.*

**Graphic Design (spring semester)****Grades 10-12 (½)**

This class will be an introduction to all things graphic design. You will learn to use a variety of computer programs to express your ideas visually. Projects will include logo design, advertising, and illustration. You will create a portfolio of your work at the end of the semester. Class fee \$75

*No Prerequisite for 2023-24.*

**AP 2-D Art and Design: Photography****Grade 12 (1)**

This course prepares students to create and submit an AP portfolio using digital photography. Students concentrate on many areas of photography including technical skills, creativity, composition, computer/digital imaging, and mixed media artwork. Throughout the year, students explore the idea of creating a body of work around one central question. This course also emphasizes the process, using sketchbooks to explore different ideas relating to a chosen theme. Control of photo equipment and techniques, experimentation, problem solving, and portfolio development are critical to the course. Submission of the AP portfolio is a requirement of this class, and students must own their own digital camera. Class Fee: \$150 (billed in September)

*Prerequisites for 2023- 24: Successful completion of Photography I and Photography II and teacher recommendation.*

## **Studio Art I**

**Grades 9-12 (1)**

Studio Art I focuses on expanding the student's artistic skills through an introduction to various mediums and techniques. Students learn to apply the elements of art and the principles of design to their work while developing their own artistic voice.

## **Studio II: Color and Design (*fall semester*)**

**Grades 10-12 (½)**

Students will develop a greater understanding of color and composition through practice and experimentation as they explore new materials and tools to investigate, plan, and create various forms of art.

*Prerequisite:* Successful completion of both semester-long or full- year Studio Art I courses.

## **Studio II: Painting (*spring semester*)**

**Grades 10-12 (½)**

Students experience a hands-on introduction to the materials and techniques specific to painting. Students explore color as a communication tool, learn methods of mixing paints, and analyze traditional and contemporary methods of painting during this course.

*Prerequisite:* Successful completion of both semester-long or full- year Studio Art I courses.

## **Studio Art III**

**Grades 11-12 (1)**

Studio Art III students will discover and develop a deeper understanding of their artistic point of view. With a greater emphasis on developing the personal techniques and expressions of each student, Studio III requires students to conceptualize and generate their own ideas and meaningful work.

*Prerequisite for 2023-24:* Successful completion of at least three semesters of Studio Art I/II.

## **AP 2-D Art and Design: Drawing**

**Grades 11-12 (1)**

Students in this course create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. This is a rigorous course that requires much more than talent. Students who elect to take AP Studio Art must be dedicated art students with plenty of time to commit to work outside of class. They must be curious, exploratory, and open to new ways of seeing and expressing themselves through a variety of media. They must be confident of themselves as artists, willing to take chances, and able to see a project through from beginning to end. Self-discipline is essential to complete this course satisfactorily. Submission of the AP portfolio is a requirement of this class.

*Prerequisites:* Successful completion of at least four semesters of studio art and the recommendation of the studio art teacher.

## **Drama and Production**

**Grades 9-12 (½)**

This class challenges students to think outside the box, work together, and problem solve. Creative projects include pantomime, improvisation, film study, script performance, set construction, and assembly set up. All upper school Drama and Production students participate in the mainstage play each semester as actors, tech crew, or front of house staff.

## **Acting**

**Grades 9-12 (1)**

The Wright Players comprise the acting class. The auditioned company represents UMS-Wright in competition and community events and assumes pivotal roles in the mainstage plays each semester. Company members rehearse outside of class as well as in class and prepare individual events in addition to one-act plays for district and state competition. Past productions include *Romeo and Juliet*, *Dracula*, *Comedy of Errors*, *The Matchmaker*, *Little Women*, *Our Town* and musicals including *Beauty and the Beast*, *Meet Me in St. Louis*, *Oklahoma!*, *My Fair Lady*, *West Side Story*, and *Bye, Bye Birdie*. Attendance is required at all Trumbauer rehearsals and performances.

*Prerequisites:* Successful completion of an audition held each spring and recommendation of the acting teacher.

## **Production**

**Grades 9-12 (½ or 1)**

Production is offered on a semester basis by permission of the teacher to students who are active participants in the UMS-Wright theatre program. Students should have participated in middle school or upper school plays as cast or crew members and should be familiar with the space. All production students are expected to help with assemblies as crew members and will help with end-of-semester concerts.

*Prerequisite:* Approval of the theatre director.

## **Creative Writing (fall semester)**

**Grades 9-12 (½)**

This course is designed for those students who enjoy writing for themselves and would like to know more about composing non-fiction, short fiction, and poetry. Students learn structural and stylistic devices using great authors' and poets' works as their models. Writing assignments require work in and out of class. Feedback from class members in weekly peer reviews serve as an essential part of learning how to improve style and content. This course may be taken two times throughout a student's high school career for a total of 1 credit.

## **Yearbook**

**Grades 10-12 (1)**

This course focuses on the journalistic production of a large scale publication: our school's annual yearbook. Students take an active role in every stage of production of UMS-Wright's award-winning yearbook, *The Cadet*. In addition to the classroom commitment, students should plan to dedicate additional time to this activity.

## **Music Appreciation (spring semester)**

**Grades 9-12 (½)**

In Music Appreciation, students will recognize the development of music from a historical and cultural perspective. Students will study the fundamentals of music and discover basic music terminology, instrument families, tempo, rhythm, form and meter. These elements will then be used throughout the course as a foundation for discussion of music throughout history from ancient times to the 21st century. Students will gain an understanding of the context in which music was created by recognizing and aurally identifying style characteristics, genres, and representative masterworks from various periods.

**Gateways to Art (semester courses)****Grades 9-12 (½)**

These semester-long courses explore art and architecture in a global context. Taught as a seminar-style class, student interest drives the special topics studied and projects created. The course may be taken two times throughout a student's high school career for a total of 1 credit.

Special topics may include Global Cultures (Art of the East, African Art, Mesoamerican Art) or special focus explorations such as Engineering Marvels, African- American Art and Music, Women in Art, Sports in Art, etc.

**AP Art History****Grades 10-12 (1)**

Students explore global masters and examine their works as reflections of culture and recorders of history. Additional activities focus on interdisciplinary connections. The course is open to students with a curiosity about art or history. No studio art background or talent is required to succeed in the class. *Students are required to take the AP examination.*

## Additional Fine Arts Courses

**Note:** These courses do not fulfill the fine arts graduation requirement.

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**Professional Communications****Grades 9-12 (½)**

This course encourages you to spend time consciously examining your interpersonal communication in order to identify communication behaviors that are professional and productive to effectively communicate in all situations. Topics explored in this course include nonverbal communication, listening, conflict management, and online communication. Activities focus on real-life situations such as job and scholarship interviews, accepting awards, introducing speakers, and quality presentation practices.

**Digital Sports Media****Grades 9-12 (½)**

This semester-long course explores digital media as it relates to sports. Students learn how to script, shoot, and edit sports films; create and maintain sports websites and social media accounts; and operate digital equipment at athletic events. Because students cover the school's athletic events, students are required to attend some evening and weekend athletic events throughout the course. This course may be taken two times throughout a student's high school career for a total of 1 credit.

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# AP Capstone Experience

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## **AP Seminar**

**Grades 10-12 (1)**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. AP test fee is \$145.

*Prerequisites:* English teacher recommendation and pre-registration meeting with Mrs. Roberts.

## **AP Research**

**Grades 11-12 (1)**

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. AP test fee is \$145.

*Prerequisites:* Successful completion of AP Seminar and the recommendation of the AP Seminar teacher.

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# Physical Education

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## **Boys / Girls Athletic Training**

**Grades 9-12 (½)**

The goal of physical education is to provide students with information and skills to enjoy lifelong fitness. Students learn the rules and concepts of sports activities as well as develop motor skills. Furthermore, the Physical Education Department stresses sportsmanship along with the enjoyment of physical activity. A variety of sports are taught, including basketball, football, soccer, softball, swimming, track, and volleyball.

## **Girls / Boys Varsity Athletics**

**Grades 9-12 (½)**

This course is designed for students on participating varsity athletics rosters. Students condition and train for their sport during this class as well as prepare for competition in other ways such as by reviewing film and studying routines and plays. *Only students who have earned spots on the participating Varsity rosters are able to enroll.*

## **JV Cheerleading**

**Grade 9-10 (1)**

*Audition required.*

## Additional P.E. Course

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### **Introduction to Sports Medicine**

**Grade 12(½)**

This semester-long course is an introduction to the fundamentals of sports medicine and athletic training, functional anatomy as it relates to the injury process, and basic taping/wrapping skills. The primary goal of the course is to introduce students who are interested in a career in sports medicine to basic information and concepts. Students work with the school's athletic teams under the supervision of the athletic trainer to gain valuable firsthand experience in the field. *Approval is required to enroll. Does not fulfill physical education graduation requirement.*

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# Driver Education

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### **Driver Education**

Driver Education provides students with thirty hours of classroom instruction as well as twelve hours of behind the wheel training. The class focuses on basic traffic laws, types of insurance, driver responsibility, DUI laws, and boating safety. Upon passing the requirements of the course, the Driver Education course also helps the student earn a driver license certificate so students do not have to take the driving test at the DMV. Students also take the Alabama Boating Safety course and are given the opportunity to obtain a boating license. Individuals must be 15 within the first 4 weeks of the semester to enroll in Driver Education. Students enrolled in Driver Education are concurrently enrolled in Study Hall or P.E. Class Fee: \$400 (billed in September for fall semester or January for spring semester)

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# STEM Electives

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### **Computer Science Discoveries** *(fall semester)*

**Grades 9-12 (½)**

This is an introductory course that takes a wide view on computer science by covering topics such as problem solving, programming, physical computing, user centered design, and data analysis. Students will create websites, apps, animations, games, and physical computing systems.

### **Robotics** *(spring semester)*

**Grades 9-12 (½)**

This will be a hands-on class where students will explore creating and operating various robots. It will also be an introduction to both fundamental programming concepts and the Python programming language. This class will also lay the foundation for participation in Best Robotics Competitions for those interested.

**AP Computer Science Principles****Grades 10-12 (1)**

This course introduces students to the breadth of the field of computer science. In this course, students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. Since this course is the equivalent of an introductory college-level course, students are expected to read, write, and think at the level of first-year college students. It is recommended for students wishing to enroll in AP Computer Science Principles to have completed or be enrolled in Algebra II /Honors Algebra II. *Students are required to take the AP examination.* This is an online course and has an additional fee of \$1900\*.

**Engineering the World (fall semester)****Grades 9-12 (½)**

This survey course introduces students to multiple engineering disciplines. Students gain hands-on experience in the fields of electrical, mechanical and civil engineering. The class is project-based with students working both individually and in groups to complete assignments. Along with building projects, students engage with technical applications and become acquainted with job opportunities in varying fields of engineering.

**Engineering through Flight (spring semester)****Grades 9-12 (½)**

This is a survey course that introduces students to flight and aerospace engineering. Students gain hands-on experience in the design process as they engage in the foundational principles of flight. The class is project-based with students working both individually and in groups to complete assignments. Along with building projects, students engage with technical applications and become acquainted with job opportunities in the aerospace industry.

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# Online Studies

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Students in grades 10-12 may petition to take one elective online course per year through One Schoolhouse, an online consortium of independent schools, where independent school teachers instruct independent school students from around the country in an online setting. While some oversight is provided by a UMS-Wright faculty member, students who petition to take an online course must possess the maturity, intellectual curiosity, and organizational skills to effectively manage his/her own learning. These courses cost an additional \$1,900 for the year. Final registration for online courses is subject to approval of the Curriculum and Instruction Department. Please be mindful that the fee of \$1,900 is an estimate and could fluctuate in pricing. For the full list of courses available through One Schoolhouse, see the website [HERE](#).

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# Academic Support

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## **Guided Study**

**Grades 9-12 (1)**

The primary goal of Guided Study is to improve a student's executive functioning and to help facilitate a student's efforts to become more independent in processing information. The focus is centered around developing self-discipline and necessary skills to overcome academic challenges. *Students must have appropriate documentation on file with the Academic Support department to be recommended for guided study.*

## **Second Delivery**

**Grades 9-12 (1)**

The Second Delivery of Instruction model provides a second dose of content area instruction or Orton-Gillingham's remedial instruction to students in a small setting. Content area specialists reinforce fundamentals and provide more individual / group based support. Students qualify for these classes based on a documented need for re-teaching and pre-teaching within current psycho-educational testing results. *Current testing must be on file with the Academic Support department to be recommended for second delivery.*

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# Apple Credentialing

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Students in grades 10-12 will be given the opportunity to take an Apple credentialing course during a designated study hall period this upcoming school year. Students will complete the online course at their own pace and be given the option for three different certifications through Apple including creativity, coding, and technical. Students will complete the certification during the first semester study hall in order to begin field experience during the second semester study hall. These certifications include Adobe, Final Cut Pro, Swift, XCode, and iOS, macOS, and iPadOS repair. All certifications will be added to the student's transcript in order to set them apart from other students when applying for college.



Full-Year Courses earn 1 credit  
Semester-Long Courses earn 1/2 credit

# Academic Blueprint

		9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	4	English 9 CP or Honors	English 10 CP or Honors	English 11 AP English Language	English 12 AP English Literature
Math	4	Algebra I Honors Geometry	Geometry - CP or Honors Algebra II - CP or Honors	Algebra II - CP or Honors Precalculus - AP or CP	Algebra III Precalculus - AP or CP Calculus Statistics and Probability AP Stats - AP Calc AB
Science	4	Biology CP or Honors	Chemistry CP or Honors	Physics CP or Honors	Environ / Marine Anatomy / Forensics Astronomy/ Physics 2 Honors Human Biology AP Bio - AP Chem - AP Physics
History / Social Science	4	World History I CP or Honors	World History II AP European History	U.S. History AP U.S. History	U.S. Government & Econ CP or AP/Honors
World Language	2	Spanish I or French I CP or Honors Intro to Spanish I	Spanish II - CP or Honors Intro to Spanish II French II - CP or Honors	Spanish III - CP or Honors French III - CP or Honors	Spanish IV - CP or Honors French IV - CP or Honors AP Spanish Lang & Culture AP French Lang & Culture
Visual and Performing Arts	1	_____	_____	_____	_____
P.E.	1	_____	_____	_____	_____
Electives	3	_____	_____	_____	_____

# Instructions for Upper School Course Selection

## Step One



### Log in to PowerSchool

<https://ums-wright.powerschool.com/public>

## Step Two

### Select "Class Registration"

On the left menu bar you will select "Class Registration."



## Step Three



### Begin "Class Registration"

Once you click "Class Registration" a new screen will appear. You will begin the course selection process at this time.

## Step Four

### Review your personalized options

Click on the pencil to the right of each subject group to see your available courses. Note there may be multiple pages for some subject groups, so please review all available courses.



## Step Five



### Make your selections

Select the courses you are requesting. You should request a total of 7 units. You may have to choose more than seven classes if you have elected a class listed as a half unit (0.5).

## Step Six

### Submit your requests

Scroll to the bottom of the page and press submit to finalize your requests. If you are unable to submit, please check to be sure you have registered for seven units.



## Helpful Hints



A red exclamation point means one course must be selected from the subject group.



A green checkmark means either a course has been selected for that group or the subject group is optional and no courses are required.



A total of 7 units must be selected before pressing submit. Know that 7 units does not always mean 7 courses. Although most courses will be one unit during the selection process, some are only 0.5.

## Questions?

**Mrs. Lauren Rodgers**

Curriculum and Instruction

[lrodgers@ums-wright.org](mailto:lrodgers@ums-wright.org)



## UMS-Wright

PREPARATORY SCHOOL

Dear Parents,

Today your child attended an information session that provided insight into the course offerings at UMS-Wright and the process we will utilize for course selection.

Course selection is an important, detailed process. Our goal is to have each child placed in the most appropriate courses for him/her. Student options are based upon completed coursework, past academic performance, teacher recommendations and standardized test results as appropriate. Your child has been provided instructions on how to view their personalized course options and complete their electronic course requests by logging into PowerSchool. We encourage you to utilize this course guide, including completing the academic blueprint on page 33. This tool will allow your child to ensure that they are on track to fulfill all graduation requirements here at UMS-Wright.

**The online course selection process should be completed no later than **Friday, April 14, 2023**. We are here to help answer any questions you may have.**

Please indicate you have reviewed your child's selections by signing below and returning this form to our office by the registration deadline. Your signature indicates you are aware if he/she has registered for courses that involve additional fees. *Students who do not submit this form by the deadline of Friday, April 14, 2023 may not receive their first choice of selected courses.*

Sincerely,

Lauren Rodgers  
Upper School Curriculum and Instruction  
lrodgers@ums-wright.org

Student Name: \_\_\_\_\_

I have reviewed my child's course requests for the 2023- 24 school year and am aware of any additional fees that may be assessed for the courses requested.

Parent Name: \_\_\_\_\_

Parent Signature:\_\_\_\_\_