

Montessori School of Anderson

Curriculum Guide

2015—2016

Mission Statement

*Our mission is to nurture the whole child
physically, intellectually, emotionally, and spiritually.*

Our vision is to create, nurture, and sustain educational programs of excellence for our vital, growing community of students, families, staff, and alumni. Our program rests on four pillars:

- The cultivation within our students of a passion for excellence in everything they do.
- The development of a strongly held set of universal values, which include respect of self and others, honesty, integrity, responsibility, empathy, and a willingness to work out conflicts peacefully.
- The development of a global perspective and sense of international understanding and environmental education.
- A lifelong commitment to give back through service to others.

High School Graduation Requirements

English:	4 Carnegie units
Mathematics:	4 Carnegie units
Science:	3 Carnegie units
Social Sciences:	3 Carnegie units
History:	2 Carnegie units
Foreign Language:	3 Carnegie units
Fine Arts:	3 Carnegie units
Physical Education:	1 Carnegie unit
Computer Tech:	1 Carnegie unit
Senior Project:	1 Carnegie unit
Internship:	1 Carnegie unit
<u>Elective:</u>	<u>2 Carnegie unit</u>

Total 28 Carnegie units

Plus an additional 200 hours community service

Course Descriptions

English*

World Literature
World Literature Honors
American Literature
American Literature Honors
Advanced Grammar and Composition
Advanced Grammar and Composition Honors

Mathematics

Algebra I
Algebra I Honors
Geometry
Geometry Honors
Algebra II
Algebra II Honors
Pre-Calculus Honors

Laboratory Science

Environmental Science
Physical Science
Biology I
Biology I Honors
Biology II
Biology II Honors
Chemistry
Chemistry Honors
Physics
Physics Honors

History/Social Sciences

American History
Law & Policy
World Studies
World Studies Honors
American Government/ Economics
American Government/Economics Honors
Psychology Honors
Sociology Honors
Peace Studies

Foreign Language

Spanish I
Spanish II
Spanish III
Spanish III Honors
Spanish IV
Spanish IV Honors
Latin I
Latin II

Fine Arts

Art I
Art I Honors
Art II
Art II Honors
Drama
Orchestra
Physical Education
Computer Applications
Senior Project

***Many courses taken during the students' junior and senior year are dual credit courses offered through Anderson University or Tri County Technical College and are not listed in this guide.**

Conversion process

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will show course title and level/type of course taken.

When transcripts are received from accredited out-of-state schools (or in-state from accredited sources other than the public schools) and numerical averages are provided, those averages must be used in transferring the grades to the student's record. If letter grades with no numerical averages are provided, the following equivalents will be used to transfer the grades into the student's record.

A=96 C=80 F=61
 B=88 D=70

Dual Credit

The Montessori High School enjoys a unique partnership with nearby Anderson University and Tri County Technical College. Academically eligible juniors and seniors may take up to 30 semester hours of college courses in the School of Arts and Sciences for dual credit.

South Carolina Uniform Grading Policy Uniform Grading Scale

The uniform grading scale and the system for calculating grade point averages (GPAs) will be effective for all students in the 2007–08 school year. The uniform grading scale and the system for calculating GPAs will apply to all courses carrying Carnegie units, including units earned at the middle or junior high school level.

All report cards and transcripts will use numerical grades for courses carrying Carnegie units. Transcripts and report cards will specify the course title and the level or type of course the student has taken (e.g., English 1, Algebra 2 honors, AP U.S. History). The grading scale is printed on the report card.

Grades in courses carrying Carnegie units will be converted according to the Grade Point Conversion Table. The table shows numerical breaks for letter grades and the weighting of grades for specified courses.

As printed from source:

http://www.richlandone.org/resources/parent_resources/grading/South%20Carolina%20Uniform%20Grading%20Policy.pdf

Grade Point Conversion Chart

South Carolina Uniform Grading Scale Conversions				
Numerical Average	Letter Grade	College Prep	Honors	AP/IB/ Dual Credit
100	A	4.875	5.375	5.875
99	A	4.750	5.250	5.750
98	A	4.625	5.125	5.625
97	A	4.500	5.000	5.500
96	A	4.375	4.875	5.375
95	A	4.250	4.750	5.250
94	A	4.125	4.625	5.125
93	A	4.000	4.500	5.000
92	B	3.875	4.375	4.875
91	B	3.750	4.250	4.750
90	B	3.625	4.125	4.625
89	B	3.500	4.000	4.500
88	B	3.375	3.875	4.375
87	B	3.250	3.750	4.250
86	B	3.125	3.625	4.125
85	B	3.000	3.500	4.000
84	C	2.875	3.375	3.875
83	C	2.750	3.250	3.750
82	C	2.625	3.125	3.625
81	C	2.500	3.000	3.500
80	C	2.375	2.875	3.375
79	C	2.250	2.750	3.250
78	C	2.125	2.625	3.125
77	C	2.000	2.500	3.000
76	D	1.875	2.375	2.875
75	D	1.750	2.250	2.750
74	D	1.625	2.125	2.625
73	D	1.500	2.000	2.500
72	D	1.375	1.875	2.375
71	D	1.250	1.750	2.250
70	D	1.125	1.625	2.125
69	F	1.000	1.500	2.000
68	F	0.875	1.375	1.875
67	F	0.750	1.250	1.750
66	F	0.625	1.125	1.625
65	F	0.500	1.000	1.500
64	F	0.375	0.875	1.375
63	F	0.250	0.750	1.250
62	F	0.125	0.625	1.125
0-61	F	0.000	0.000	0.000
61	FA	0.000	0.000	0.000
61	WF	0.000	0.000	0.000
—	WP	0.000	0.000	0.000

Upper School Course Descriptions

English

All English courses at Montessori School of Anderson include in-depth studies of grammar, vocabulary, and literature. In most cases, senior English courses are taken at Anderson University for Dual Credit.

World Literature

Prerequisite: None
Unit of Credit: 1

This course is a survey of world literature from ancient times to the modern world. The literature will be analyzed from a cultural, historical and literary perspective through reading, research, discussion, group projects and writing. An attempt is made to spend time on all regions of the world and to examine the work of many cultures. The purpose of this course is to instill an appreciation and empathy for the differences between cultures as well as overlapping themes common to all humanity. Upon completion of this course, student will be able to analyze literature and benefit from the insights of the authors studied and the characters they created, recognize ambiguities of meaning, explore cultures and beliefs and expand their understanding of history. Students will also be able to recognize and define relevant vocabulary words, as well as be able to articulate and explain plot structure, characterization and underlying themes.

World Literature Honors

Prerequisite: None
Unit of Credit: 1

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American Literature

Prerequisite: None
Unit of Credit: 1

Students will examine literary movements from the Neo Classical period through the Modern Age in America (1650-1946). Students will participate in small group research and writing projects which will review, compare and contrast works within particular literary movements. Frequent individual and small group presentations will be expected. Upon completion of this course, student will be able to analyze literature and benefit from the insights of the authors studied and the characters they created, recognize ambiguities of meaning, explore cultures and beliefs and expand their understanding of history. Students will also be able to recognize and define relevant vocabulary words, as well as be able to articulate and explain plot structure, characterization, and underlying themes.

American Literature Honors

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Advanced Grammar and Composition

Prerequisite: None
Unit of Credit: 1

The ability to write clearly, concisely, and correctly is essential to any professional endeavor. In this class students will study the building blocks of writing, grammar, style and vocabulary and will use these building blocks to learn to write correctly, concisely, expressively, persuasively and creatively. Students will learn to edit and proofread and continually improve writing skills. This will be accomplished through reading, research, journaling and continuous writing.

Advanced Grammar and Composition Honors

Prerequisite: None
Unit of Credit: 1

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Mathematics

Algebra I

Prerequisite: None
Unit of Credit: 1

Algebra I teaches students how to approach problem solving in a step by step progression by learning terms, concepts and techniques, solving expressions and equations, solving linear equations and linear inequalities, working with radical expressions, defining and factoring polynomials and applying problem solving in everyday situations. These problem solving skills are prerequisites needed to be successful in higher level math and science classes.

Algebra I Honors

Prerequisite: None
Unit of Credit: 1

Algebra I Honors teaches students how to approach problem solving in a step by step progression by learning terms, concepts and techniques, solving expressions and equations, solving linear equations and linear inequalities, working with radical expressions, defining and factoring polynomials and applying problem solving in everyday situations. These problem solving skills are prerequisites needed to be successful in higher level math and science classes. Honors students must use critical thinking in answering more advanced questions and problems per unit of study. The ability to apply advanced mathematical applications to practical/real life situations must be demonstrated.

Geometry

Prerequisite: Successful completion of Algebra I
Unit of Credit: 1

Geometry is primarily the study of figures and visual patterns whereby existing patterns can be recognized, quantified, and understood. Students learn to classify and construct a variety of geometric figures using traditional geometry tools which is applied in written proofs and used in the development of logical conclusions. Various tools such as DGS systems, CAD, and models are utilized to accomplish the above stated goals.

Geometry Honors

Prerequisite: Successful completion of Algebra I with a minimum B average
Unit of Credit: 1

Geometry is primarily the study of figures and visual patterns whereby existing patterns can be recognized, quantified, and understood. Students learn to classify and construct a variety of geometric figures using traditional geometry tools which is applied in written proofs and used in the development of logical conclusions. Various tools such as DGS systems, CAD, and models are utilized to accomplish the above stated goals. The honors component of this course requires the successful completion of 3-full page (minimum) research paper on a geometer of their choice. Subject may be either historical or contemporary. Approximately 1/3 of the essay should be biographical. This section should include information on family, birth, death, country of origin, education, etc. Approximately 2/3 of the essay should briefly describe the contribution(s) made by the geometer. Also included in this section should be a detailed description of one specific contribution made by the geometer. This section should include drawings and calculations necessary to fully detail this contribution.

Algebra II

Prerequisite: Successful completion of Algebra I and Geometry
Unit of Credit: 1

In Algebra II students learn to conceptualize, analyze, and identify relationships among functions. Students will become proficient in analyzing and solving quadratic functions using complex numbers. Students will investigate and make conjectures about absolute value, radical, exponential, logarithmic functions algebraically, numerically, and graphically, with and without technology. They will extend their algebraic skills to compute with rational expressions and rational exponents, and will work with and build an understanding of complex numbers and systems of equations and inequalities. Statistical data will be analyzed, and the students will apply concepts of probability using permutations and combinations. Technology such as graphing calculators will be implemented. Situations will be analyzed verbally, numerically, graphically, and symbolically. Mathematical skills will be used to make meaningful connections to life's experiences.

Algebra II Honors

Prerequisite: Successful completion of Algebra I and Geometry
Unit of Credit: 1

In Algebra II Honors students learn to conceptualize, analyze, and identify relationships among functions. Students will become proficient in analyzing and solving quadratic functions using complex numbers. Students will investigate and make conjectures about absolute value, radical, exponential, logarithmic functions algebraically, numerically, and graphically, with and without technology. They will extend their algebraic skills to compute with rational expressions and rational exponents, and will work with and build an understanding of complex numbers and systems of equations and inequalities. Statistical data will be analyzed, and the students will apply concepts of probability using permutations and combinations. Technology such as graphing calculators will be implemented. Situations will be analyzed verbally, numerically, graphically, and symbolically. Mathematical skills will be used to make meaningful connections to life's experiences.

Pre-Calculus Honors

Prerequisite: Successful completion of Algebra I, Algebra II, and
Geometry
Unit of Credit: 1

This course is an extension of Algebra II with the emphasis in Trigonometry, Limits, and introductory calculus topics. All major areas covered in Algebra II are reinforced at a greater depth with additional applications aided by the use of calculators and computers. The course is designed to encompass all those topics necessary to be successful in a college calculus course.

History/Social Sciences

U.S. History

Prerequisite: None
Unit of Credit: 1

U.S. History is a survey course designed to provide students an overview of American History from colonialism to present day but with a heavier focus on Reconstruction to the present. Each student will develop a greater understanding of the earlier struggles of the American people and the numerous ways in which our past influences our present. Students will be instructed in modern day historical methods, and the class as a whole will focus on finding ways to remove bias in our own historical writing. Tests will be given at the end of each unit (10). Students will also be required to complete additional papers and projects on the material.

U.S. History Honors

Prerequisite: None
Unit of Credit: 1

U.S. History is a survey course designed to provide students an overview of American History from colonialism to present day but with a heavier focus on Reconstruction to the present. Each student will develop a greater understanding of the earlier struggles of the American people and the numerous ways in which our past influences our present. Tests will be given at the end of each unit (10). Students will also be required to complete additional papers and projects on the material. To receive honors credit, each student must have an 85 or higher average as the final average in the class (after the exam) and complete all class assignments on time (excused absences will be taken into account). In addition, honors students will work on a year long study of historiography as it applies to American history and apply what they have learned in additional essays. Honors students will also be required to read *Albion's Seed* by David Hackett Fischer and complete an essay regarding Fischer's principal argument at the time the book was released, the four major colonial cultures that he described, and support or negate whether his book has stood the test of time.

World Studies

Prerequisite: None
Unit of Credit: 1

Global Studies is the study of the many cultures that created the current world climate. The study of these many historical contributions will help students develop a world historical perspective and understand the important factors that helped shape major world cultures and nations. Selected areas and events will be studied to illustrate how and why people live as they do today. Over these expansive areas of study, many common themes will be more closely scrutinized such as: cultural diffusion, innovation, technology, revolution and change, identity and survival, problems and solutions, and relationships and conflict. Current events will also be a component of the course. Tests will be given at the end of each unit (9). Students will also be required to complete additional papers and projects on the material.

World Studies Honors

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Unit of Credit: 1

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American Government and Economics

Prerequisite: None
Unit of Credit: .5 Government .5 Economics

The purpose of this course is to give students the tools to fully and knowledgeably participate in our democracy, to knowledgeably take responsibility for themselves and their community within the greater system through the study of the American government, economics, the legal system, and American foreign policy. Through critical reading, discussions, projects, and community involvement, students will address such questions as: What does it mean to be an American? What is the purpose of our government on the local and federal level? What does the Constitution mean and how is it applied? What is expected of us as citizens? How does our economy work? What role do we play in the economy? What is the rule of law? How are laws made, interpreted and enforced? What is and should be the role of the United States in the world?

American Government and Economics—Honors

Prerequisite: None
Unit of Credit: .5 Government .5 Economics

The purpose of this course is to give students the tools to fully and knowledgeably participate in our democracy, to knowledgeably take responsibility for themselves and their community within the greater system through the study of the American government, economics, the legal system, and American foreign policy. Through critical reading, discussions, projects, and community involvement, students will address such questions as: What does it mean to be an American? What is the purpose of our government on the local and federal level? What does the Constitution mean and how is it applied? What is expected of us as citizens? How does our economy work? What role do we play in the economy? What is the rule of law? How are laws made, interpreted and enforced? What is and should be the role of the United States in the world?

Psychology Honors

Prerequisite: None
Unit of Credit: .5

Psychology is the scientific study of human behavior and mental processes. This Honors course includes an equal balance of theory and practical application of the major themes and topics in the field. All aspects of the human experience are of interest to psychologists; consequently the expertise and vision of each member of our community of learners will vary according to his or her life and beliefs. The core content areas include the history of and different approaches to the practice of psychology, research methods, the biological basis of behavior, human development, sensation and perception, states of consciousness, learning, cognition, motivation, emotion, personality, intelligence, abnormal psychology, therapy, and social psychology. The critical thinking skills and emotional maturity of each student will be challenged and developed in this fast-paced, thorough, yet lively and inspirational classroom experience. Classroom discussion and active participation are vital and serve as a means of gauging the level of understanding.

Sociology Honors

Prerequisite: None
Unit of Credit: .5

Sociology studies human behavior in group situations. Its focus is on the dynamics of group behavior and the interaction of individuals in groups. This Honors course acquaints students with the basic sociological theories and tools of analysis and shows their relationship to other behavioral science disciplines such as anthropology and psychology. Social stratification, sexism, ageism, racism, and other social issues will be considered. Additionally, the class will examine the effect of social structure, practices, and institutions upon the individual in everyday life. The goal is to stimulate student's imaginations so they can better perceive how the "pieces" of society fit together – and what this means for their own lives. There are two major exams, multiple quizzes, and projects along the way.

Peace Studies

Prerequisite: None
Unit of Credit: 1

Peace Studies is a four year high school course taught in a Socratic seminar format. All high school faculty and students participate equally. It is presented as a "once a month" dialogue for one hour on the last Friday of each month.

Laboratory Science

Physical Science

Prerequisite: None
Units of Credit: 1

This course includes an introduction to the fundamental concepts of physics, chemistry, astronomy, and earth science. The physics portion of the class focuses on the classical laws and elementary particles. The chemistry portion of the class focuses on atomic theory, understanding the periodic table, and basic chemical reactions. The astronomy portion of the class focuses on the interaction of physics and chemistry in the universe on a macro level. Students will learn basic lab skills, lab safety, and will be introduced to scientific writing through lab reports.

Environmental Science

Prerequisite: None
Units of Credit: 1

This course gives students a detailed look at Earth's natural systems, as well as how human activity affects the environment. Students will apply the scientific method to investigate the natural flow of chemicals, water and energy in terrestrial, aquatic, and atmospheric systems, and how humans impact these natural flows and systems. Field work outside of the classroom will be a regular component of this course.

Biology I

Prerequisite: None
Units of Credit: 1

Biology I is primarily a study of molecular and cellular biology and human anatomy. Biological concepts are studied in great depth, and students are required to apply these concepts to various problems, laboratory exercises, and projects which focus on some of the following topics: gel electrophoresis, phylogenetic charts, karyotyping, plant tissue culture, and cellular modeling. Special attention is paid to learning basic lab skills and lab safety.

Biology I Honors

Prerequisite: None
Units of Credit: 1

Biology I is primarily a study of molecular and cellular biology and human anatomy. Biological concepts are studied in great depth, and the student is required to apply these concepts to various problems, laboratory exercises and projects which focus on some of the following topics: gel electrophoresis, phylogenetic charts, karyotyping, plant tissue culture, and cellular modeling. Special attention is paid to learning basic lab skills and lab safety. Additional honors assignments include a required written lab report following each lab activity. More in-depth assessments of the students' ability will be required through additional essays.

Biology II

Prerequisite: None
Units of Credit: 1

Biology II is primarily a study of Ecology, both on the macro and micro levels. Biological concepts are studied in great depth, and the student is required to apply these concepts to various problems, laboratory exercises and projects some of which include: tag and recapture labs, water quality labs, estuary research in Edisto Island, SC, animal comparative anatomy, DNA electrophoresis to determine genetic lineage, impact studies on local road expansion, gram staining bacteria, plant tissue culture, and genetic modification studies of food.

Biology II Honors

Prerequisite: None
Units of Credit: 1

Biology II is primarily a study of Ecology, both on the macro and micro levels. This is a demanding course designed for the college-bound student planning a major in a scientific field. Biological concepts are studied in great depth, and the student is required to apply these concepts to various problems, laboratory exercises and projects some of which include: tag and recapture labs, water quality labs, estuary research in Edisto Island, SC, animal comparative anatomy, DNA electrophoresis to determine genetic lineage, impact studies on local road expansion, gram staining bacteria, plant tissue culture, and genetic modification studies of food. Honors students are required to turn in detailed lab reports each week and must complete additional essays assessing their knowledge of the subject.

Chemistry

Prerequisite: Successful completion of either Biology I or Biology II
Units of Credit: 1

Chemistry is the study of matter, its properties and how those properties are the result of the underlying atomic structure. Students are required to apply these concepts to various problems, laboratory exercises and projects such as: multiple titrations, studies on Lechatelier's Principle, identification of metallic ions, determination of water hardness, Beer's Law and colorimetry, qualitative cation tests, reaction order and rate laws, colligative properties and osmotic pressure, caloric content of food, and stoichiometry. This course is inquiry based with laboratory work as a vital and essential component. The subject material will be introduced through units, which will provide the students with the material and concepts necessary for college chemistry courses.

Chemistry Honors

Prerequisite: Successful completion of both Biology I & II with a minimum 'B' average
Units of Credit: 1

Chemistry is the study of matter, its properties and how those properties are the result of the underlying atomic structure. Students are required to apply these concepts to various problems, laboratory exercises and projects such as: multiple titrations, studies on Lechatelier's Principle, identification of metallic ions, determination of water hardness, Beer's Law and colorimetry, qualitative cation tests, reaction order and rate laws, colligative properties and osmotic pressure, caloric content of food, and stoichiometry. This course is inquiry based with laboratory work as a vital and essential component. The subject material will be introduced through units, which will provide the students with the material and concepts necessary for college chemistry courses; however, honors Chemistry is a demanding course designed for the college-bound student planning a major in a scientific field. Honors students are required to turn in detailed lab reports each week and must complete additional essays assessing their knowledge of the subject.

Physics

Prerequisite: Successful completion of Biology I & II, and Chemistry
Units of Credit: 1

Both classical and modern physics are studied in this course. It is inquiry based with laboratory work as a vital and essential component. Subject material will be introduced through units which align to the material and concepts needed for college physics courses. Trigonometric measurements, acceleration, friction, pendulum calculation, Hooke's Law, specific heat capacity of metals, determining the speed of sound, electrostatics, electrical circuits, radioactive decay, automotive engineering is some of the material covered.

Physics Honors

Prerequisite: Successful completion of Biology I & II, and Chemistry with a minimum 'B' average in each
Units of Credit: 1

Both classical and modern physics are studied in this course. It is inquiry based with laboratory work as a vital and essential component. Subject material will be introduced through units which align to the material and concepts needed for college physics courses. Trigonometric measurements, acceleration, friction, pendulum calculation, Hooke's Law, specific heat capacity of metals, determining the speed of sound, electrostatics, electrical circuits, radioactive decay, automotive engineering is some of the material covered. Honors physics is a demanding course designed for the college-bound student planning a major in a scientific field. Physics concepts are studied in great depth, and the student is required to apply these concepts to various problems, laboratory exercises and projects. Honors students are required to turn in detailed lab reports each week and must complete additional essays assessing their knowledge of the subject.

Foreign Language

MSA offers an immersion Spanish program that serves students from Primary through High School. The goal of our program is for students to develop proficiency in all of the four communicative skills as well as promoting understanding, and appreciation of the Hispanic culture. The program is based on the use of the communicative approach and the incorporation of the South Carolina Curriculum Standards for Modern Languages.

Spanish I

Prerequisite: None
Unit of Credit: 1

Spanish level 1 is the first formal course in the Spanish spiral curriculum. Students develop basic knowledge of grammar and build vocabulary. Speaking and writing skills are emphasized during this course. Cultural information provides an interesting context for students to develop their spoken language skills.

Spanish II

Prerequisite: Spanish I
Unit of Credit: 1

Spanish II offers students the opportunity to develop, in more detail, communications skills in the target language: listening, speaking, reading and writing. Students review the fundamentals of Spanish, build extensive vocabulary and have more opportunities to develop their spoken target language through the usage of reading, authentic resources, and performance in formal assessments. Culture is explored in more depth during this course through literature analysis.

Spanish III

Prerequisite: Spanish II
Unit of Credit: 1

This is the third formal course in our Spanish spiral curriculum. During this course students continue to build vocabulary and develop communicative skills through the use of more extensive readings and authentic literature. Discussions and presentations are used to increase and improve their speaking skills. New vocabulary and idioms are taught on a continuing basis. Culture continues to be an essential element throughout the course.

Spanish III Honors

Prerequisites: Must have an A in Spanish II, and taken it at MSA
Unit of Credit: 1

As in all Honors courses at MSA, students are expected to successfully complete two projects (one per semester) during the school year. The first semester project is a research project and the second semester project is a literature project. For the first semester project, students are expected to develop a research project about a Hispanic product of their choice. They will need to follow the cultural triangle (H. Curtain & C. Dahlberg, 2008) to find the value of the chosen product in its authentic culture. By the end of the first semester, students are required to create a presentation to share their results. The second project is a literature based project where students are exposed to authentic dramatic poetry. Students are expected to analyze assigned poems and participate in guided online discussions.

Spanish IV

Prerequisite: Spanish III, and have taken Spanish II and III at MSA
Unit of Credit: 1

Spanish IV is the culminating course of the Spanish spiral curriculum. Students continue the intense study of grammar and vocabulary, building in real life contexts. The use of a wide variety of materials such as historical texts, literature, and culturally authentic materials, in addition to the textbook provide students with opportunities to communicate in different contexts using high quality oral and written skills.

Spanish IV Honors

Prerequisites: Must have an A in Spanish III, and have taken Spanish II and III at MSA
Unit of Credit: 1

Spanish IV Honors students are expected to complete all criteria in the cultural triangle by researching a Hispanic product of their choice and find the value of the chosen product in the American culture. A presentation of these results is required at the end of the first semester. In the literature project students read and analyze an authentic narrative piece. Students are expected to analyze assigned chapters in the book and participate in online discussions.

Advanced Spanish Honors

Prerequisites: Be a student at MSA for at least two full years, taking Spanish classes
Have an A final grade the previous year
Unit of Credit: 1

In the Advanced Spanish course students have the opportunity to use their knowledge in grammar, vocabulary and culture to engage in discussions, literary analysis of fiction and non-fiction pieces exhibiting a proficient level in spoken and written language. This class provides a space to share points of view about topics that impact our society, such as politics, values, religion, etc... allowing students to reflect on their role as global citizens through communication in their foreign language.

Fine Arts

Art I

Prerequisites: None
Units of Credit: 1

This introductory course in the visual arts focuses primarily on the foundations of drawing. Particular attention is paid to the proportions of the human body and human face. In addition, a formal study of art history is undertaken that reviews major artists and works from ancient civilizations through the Renaissance.

Art I Honors

Prerequisites: None
Units of Credit: 1

This introductory course in the visual arts focuses primarily on the foundations of drawing. Particular attention is paid to the proportions of the human body and human face. In addition, a formal study of art history is undertaken that reviews major artists and works from ancient civilizations through the Renaissance. Honors students are required to complete additional studio projects for review and complete a research paper on a specific movement.

Art II

Prerequisites: None
Units of Credit: 1

Students expand their skills from Art I into the use of paint, clay, printmaking, 3D sculpture and other media. This course focuses primarily on creativity and fully developing compositions. A formal study of art history is undertaken that reviews major artists and works from the Impressionists to Post-Modernism.

Art II Honors

Prerequisites: None
Units of Credit: 1

This introductory course in the visual arts focuses primarily on the foundations of drawing. Particular attention is paid to the proportions of the human body and human face. In addition, a formal study of art history is undertaken that reviews major artists and works from ancient civilizations through the Renaissance. Honors students are required to complete additional studio projects for review and complete a research paper on a specific movement.

Drama

Prerequisites: None
Units of Credit: .25

Drama is interspersed throughout the year with each major play receiving one fourth of a unit of credit. The students participate in all aspects of the production; costume and set construction and design, choreography, running lights and sound, marketing, poster & t-shirt design and acting.

Physical Education

Prerequisites: None
Units of Credit: 1

Physical Education encompasses many areas: fitness and wellness concepts for life, exercise safety, nutrition, anatomy, and sportsmanship. Students will be encouraged to develop positive behaviors in fitness and wellness while they explore new sports and recreational activities. Students will explore the following areas of fitness as they design, implement, and assess an individual fitness plan: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.

Computer Applications

Prerequisites: None
Units of Credit: 1

Students gain experience in several applications including graphics, spreadsheets, word processing, presentation, multimedia and desktop publishing. Projects include designing, importing, and manipulating text, graphics, audio, video, Adobe Photoshop, as well as Google Apps used in multimedia productions. Class includes instruction in Microsoft® Windows, Word, Excel, Publisher and PowerPoint. Computer Literacy is increased by exploring the many uses and history of the computer, computer concepts, operating systems, hardware, software, Internet research, professional opportunities, and ethics and copyright law.

Senior Project

Prerequisite: Senior status
Units of Credit: 1

Senior Project® incorporates traditional and performance based teaching and curricula strategies that merge with a foundation of strong basic knowledge and skills requiring a real world application. It is a challenging, student-driven, teacher-guided, culminating program. Senior Project® high schools require seniors to competently complete each of the following related 4 P's: Paper, Project, Portfolio, and Presentation.

The paper requires the students to select an approved topic and write a research paper; successful completion is required for graduation. During this phase, the skills applied include things such as knowledge acquisition, information/media literacy, validation, credibility and variety of sources, sorting, and selecting appropriate information, writing skills, research skills, and 21st Century technology skills. Because students choose their own topics, Senior Project® papers are as diverse as the students' interests (e.g., censorship in public education, effective online marketing strategies, robotic prosthetics, effective solutions related to the homeless).

During the project phase, students apply the knowledge gained during their research by defining, designing, and producing a related project. For example, a student studying the advances in digital photography chooses to take photography lessons and display his collected work in a school art gallery. Because the projects must reflect a learning stretch, this phase of the Senior Project® process offers students a unique blend of real-world experiences combined with the knowledge and skills learned in school. The project phase's 'learning stretch' requires a golden ratio of challenge and ability, hands-on learning in a real-world context. Though success is probable, it cannot be guaranteed. Student application of skills, the quest for quality, and the ability to apply and use appropriate information, as well as the demonstration of time management, problem solving, effective communication, and perseverance are key characteristics impacting the senior's success.

Before the judges listen to a senior's presentation, they preview the senior's portfolio, a collection of process pieces as well as the final showcase of the student's completed Senior Project® work that can be either hard copy or digital. While the portfolio is used by the judges to help guide their questioning, it is also often a valued document that students take as they exit high school. Comprehensive Senior Project® portfolios, whether they are hard copy or digital, contain models that can be used in the job and college application process, i.e., resumes, letter of introduction, self-evaluations.

The final phase, the Senior Boards, requires seniors to formally speak to a board of judges from both the staff and the community. The formal presentation is followed by an informal question and answer session guided by the judges. Seniors must not only demonstrate knowledge of the chosen subject but also show competent speaking skills, ability to infuse technology or other visual aides, and an ability to think on their feet.