



Upper School Course Catalog

2024-2025



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MISSION, VISION, DEIB STATEMENT, AND GUIDING PRINCIPLE

Our Mission

Maumee Valley Country Day School cultivates an inclusive community of intellectual excellence where learners creatively explore their passions and boldly inspire positive change in the world.

Our Vision

Personal. Experiential. Global.

Our Statement of Diversity, Equity, Inclusion, and Belonging

At Maumee Valley Country Day School, we recognize and embrace our responsibility to foster an inclusive, equitable, safe, and respectful community. We cultivate a community in which students, faculty, staff, and families feel genuinely welcome and are encouraged to learn from, with, and about one another. We honor the uniqueness of each individual and embrace diverse backgrounds, values, learning styles, and points of view to build a strong, inclusive community. At Maumee Valley, we want all community members to know:

We see you. We hear you. We value you.

Our Guiding Principle

We create an environment of freedom and responsibility to:

- THINK
- SPEAK
- EXPLORE
- CHOOSE
- CONNECT
- BE YOU

GRADUATION REQUIREMENTS

In order to graduate from Maumee Valley, a student must earn a minimum of twenty credits during high school where a ½ credit is earned by one term of study. A two-term course earns one credit, and a one-term course earns a ½ credit. Courses that meet fewer than four times per five-day rotation earn fewer credits, which are designated in the course descriptions. The 20 required credits must be distributed as follows:

Discipline	Credits
English	4
Mathematics (must include Algebra II or its equivalent)	4
Social Studies (must include one year of AP US History or American History & Government)	3
Life Science	1
Physical Science	1
Science Elective	1
World Language	2
Fine Arts	1½
Physical Education	1
Health and Wellness	½
Elective	1

Ohio requires Financial Literacy for students to graduate from high school. Students at Maumee Valley can earn this requirement through our Health and Wellness Course (through the unit on Financial Wellness) and/or through taking the Personal Finance elective course.

COMMUNITY SERVICE

“I am needed - I can make a difference.” MVCDS is more than just an academic institution. Serving one’s neighbor and community provides a reciprocal benefit and an educational experience; therefore, service is a graduation requirement and very much in accord with the ideals of our school.

Community service is a graduation requirement at MVCDS. All domestic students who join the MV community before their senior year must complete a 45-hour community service requirement along with a 1-page essay. Students who enter MV as seniors must complete a minimum of 20 hours, all of which may be done on the MV campus. International students are required to complete 10 hours of service for each enrolled year (ex. A newly enrolled Junior would be required to complete 20 hours of service) with a 1-page essay. Students are encouraged to continue to be engaged in community service all four years of high school and to go beyond our minimum requirement. Service opportunities are also presented to students throughout the school year.

Community Service Requirements	
Domestic students	International Students
<ul style="list-style-type: none">• Service must be done in person.• The organization must be non-profit.• Of the 45 hours, 30 must be completed with a single outside agency (outside of MVCDS).• Students must complete a pre-approval form for the single outside agency (30 hours) service and submit this to the Dean of Students	<ul style="list-style-type: none">• Service must be done in person.• The organization must be non-profit.• Service can be completed on or off campus.• Service may be completed through multiple agencies

For domestic students, the selected service project should help the student understand the needs of the population being served and directly benefit the selected community. To ensure a meaningful experience, the 30 hours off campus must be done for one agency. The 15 remaining hours may be completed in a variety of ways that may include providing a service to members of the MVCDS community on the MV campus.

All 12th graders should have completed community service before the spring rotation starts. Students who have not done so will be required to meet with parents and the Dean of Students to outline their plan for completion. Only students who complete all community service requirements will be eligible for senior privileges.

Process

1. Consult with your academic advisor as you set up your service experiences to ensure that the service meets the program’s guidelines.
2. When you have completed all of your community service hours for an organization, ask your

off-campus volunteer supervisor to complete the supervisor's evaluation form found on the MV Upper School Resource Board.

3. Complete a self-evaluation by writing a one-page essay describing your experience and how you made an impact on the community you served. Be specific. Discuss the need you addressed, the people you met, significant events that happened while you worked with them, and key learnings and personal growth that occurred for you. This essay is to be given to your advisor, who will make the final evaluation of your project and inform the Dean of Students of the successful completion of your community service experience.

GENERAL ACADEMIC GUIDELINES

All courses listed in this course catalog are subject to change depending on a variety of factors that may include student interest, enrollment, and faculty availability.

Course Load

Students are required to take one class each intensive, fall, winter, and spring, and a minimum of four classes each rotation, fall and spring. Students who take the required load will graduate with 22 credits, more than enough to satisfy graduation requirements. During a rotation, advisors and parents must agree that a fifth class is appropriate and will not overburden a particular student. Students are not permitted to take a sixth class in a rotational term. Students are encouraged to maintain a free period or study hall period during rotations. When designing a schedule, students should consider all that they do in and out of school, keeping in mind that competitive college admissions consider both strong academic performance and a well-rounded, committed extracurricular life. Given the demanding nature of AP courses, a general recommendation is that students take no more than three AP courses at any one time. Students who wish to take more than three AP courses at any one time will be required to meet with the Head of Upper School, Advisor and parents to discuss impact.

Intensives

Intensives have evolved from Maumee Valley's hallowed Winterim program. The schedule includes three, 3-week intensives each year, fall, winter, and spring. The intention of these periods is to allow students to immerse themselves fully in deep learning about a single subject. Options for intensives include on-campus classes, domestic and international travel, and independent studies. Most intensives will be offered on campus and involve only local travel. However, some classes will include overnight trips and/or extraordinary expenditures for which families will be expected to incur the cost. financial aid is available up to 50% of a student's current financial aid award.

Travel Intensive Financial Policy

The deadline for participation in each intensive trip will be determined by the faculty member leading the trip. Faculty should consider the timing of vendor deposits and reservations when determining the deadline. The cost per student and the amount of the initial deposit will be determined once student participation is finalized. The timing of the billing for the deposit and the remainder of the trip cost will be determined by the faculty and the Business Office. The entire cost of the trip will be paid before the travel date. Students who withdraw after the deadline will forfeit the deposit and be responsible for any cost incurred by the school that cannot be reimbursed.

Students who receive need-based flexible tuition will be eligible for financial aid for travel intensive experiences for one intensive trip during the student's upper school years. The percentage rate of the intensive aid will be calculated at one half of the percentage applied to tuition. (Ex. Student who receives 40% need-based flexible tuition allocation will receive intensive aid of 20%.) The maximum aid available for intensive travel is 40%.

Jonathan Krueger Winterim Scholarship

Established by the family and friends of Jonathan Krueger '12, the Jonathan Krueger Winterim Scholarship will be awarded to an Upper School student each spring for the express purpose of helping that student fund an Intensive trip during the following academic year.

Jonathan Krueger '12, a "lifer" at Maumee Valley Country Day School, was a beloved student and leader. He was team co-captain of the Maumee Valley Country Day School basketball team his junior and senior years, helping to lead his team to victory after victory. His buzzer-beater, 3-point shot for the win against a rival school may be the most defining moment of his high school basketball career, and will forever be remembered by his teammates, coaches and fans. Throughout his time at MV, he became known as "the man behind the camera", always taking pictures and capturing moments. He studied photography, and never missed an opportunity to photograph people, places, and things. Jonathan believed that education is more than what you learn in class.

We hope that this scholarship fund will give students, for years to come, opportunities to continue learning by doing. And that they will approach every moment as Jonathan would, with a sense of adventure, a balance of humor and focus, and with a passion and love for the work that they do.

To be eligible for this award, the recipient:

- Must be a current Upper School student in grades 9, 10, or 11.
- Contribute to the vitality of the Maumee Valley community through his or her activities and leadership.
- Plan to participate in an Intensive Travel (school trip or Independent Study travel) and/or Photography experience in the subsequent academic year.
- Submit a 300-word essay answering the question: What do you hope to learn and accomplish in your Intensive/Independent Study? Essays should be submitted along with pre-registration course sign-up forms, which are typically due before spring break.

Award recipients will be selected by a committee that includes Head of Upper School, Director of College Counseling, and representatives from the US faculty and the advancement office. Award winners will be announced at the US Awards Ceremony each spring.

Application Deadline for upcoming school year: April 19th, 2024

Advanced Placement Exam Policy

Advanced Placement (AP) courses require a commitment of time and focus on the part of a student. Because AP courses are designed at a college freshmen level of rigor, students should not take more than 3 AP classes in any given term. Students are expected to take AP tests in the spring of the year. Any student in any course is eligible to sit for an AP exam; however, only students in a Maumee Valley AP class who take the AP exam will receive credit on the MV transcript for taking an AP course, and the corresponding weighting of the GPA. In the rare case when a student cannot sit for the AP exam, the student's grade will not be penalized, but the course will be recorded on the transcript without the AP designation, and the grade will not be weighted in the GPA calculation. If a senior does not sit for the AP exam, the student will be advised to notify the college to which he or she will matriculate, or where the college applications are still pending. The school needs to be certain that no one misrepresents themselves to colleges/universities. Estimated exam cost for each 2025 test is \$98.

Grades of “Incomplete”

Except in unusual circumstances, incompletes must be made up within three weeks of the end of the semester.

Drop/Add Period

Except in unusual circumstances, courses may not be added or dropped after one week into a rotation term. During an Intensive term, the drop/add period is two days. Courses dropped after the drop/add period will be noted on the transcript, either with “WP” (withdraw passing) or “WF” (withdraw failing).

Upper School Transcript

The school transcript represents the official record of high school courses taken and results obtained. The transcript reflects the number of credits earned, and the student's academic average by year and cumulatively. End of course grades only are noted on the transcript.

Official transcripts are legal documents and are only released if a student's account is in good standing. Official transcripts are never given directly to parents or students; they are transferred directly between Maumee Valley and the qualified institution, and only when requested in writing by the student. Parents and students have the right to review the transcript and can do so by making an appointment with the Registrar or College Counseling department.

Maumee Valley can issue unofficial transcripts for review by parents and students. Please contact the school registrar for any unofficial report.

Grade-Point Averages

Grade-point averages	Grade	GPA Scale	# Equivalent
The school computes and reports a weighted grade-point average for each year, and cumulatively for the entire high school period in which students are enrolled at MV. The weighted GPA is the mean of all letter grades assigned in credit-bearing classes taken at MV in grades 9 through 12, converted to a numeric value on a 4.0 scale (A = 4.0; A- = 3.667; B+ = 3.333; B = 3.00; B- = 2.667; C+ = 2.333; C = 2.00; C- = 1.667; D+ = 1.333; D = 1.00; D- = .667; F = 0.0). In computing the weighted GPA, courses designated AP have 1.0 quality points added to the numerical equivalent for that course grade. For example, A = 5.0 in an AP course. The grading scale is shown to the right.	A	4.0-above	100-93
	A-	3.999-3.667	92-90
	B+	3.666-3.333	89-87
	B	3.332-3.000	86-83
	B-	2.999-2.667	82-80
	C+	2.666-2.333	79-77
	C	2.332-2.000	76-73
	C-	1.999-1.667	72-70
	D+	1.666-1.333	69-67
	D	1.332-1.000	66-63
	D-	0.999-0.667	62-60

Transfer Credit

Students who transfer to Maumee Valley during high school will receive graduation credit for the courses and corresponding graduation requirements their former school has granted. Coursework completed at another institution is never calculated in a Maumee Valley grade point average and is not included on our transcript.

No “F” Policy

In order to receive credit for a course, a student must receive a passing grade in the course by the end of the term. Students who fail a Maumee Valley course must raise that grade to a passing grade either by doing approved remediation work, or by repeating and passing the course before a diploma will be issued. If a course is taken for a second time, only the second, or passing, grade will factor into the student’s grade point average. However, both of the grades (the failing and passing grades for the course) will appear on the transcript. Students who retake a course and receive a failing grade for a second time risk not receiving a MVCDS diploma

Dual-Listed Classes

Some classes are listed in two departments because they can be used to earn credit in either one department or the other. Students must indicate at course registration which department’s credit they are choosing to earn.

English for Speakers of Other Languages (ESOL)

The ESOL program is designed to assist English language learners as they acquire and perfect their English skills while supporting their academic success in their other classes. Placement in ESOL is determined by a student's English language proficiency, which is gauged by standardized testing, performance in previous ESOL classes and other academic classes, and teacher recommendations. When placement is recommended, students are required to be in the program. For each term of ESOL successfully completed, students earn ½ credit toward the world language graduation requirement. Students may exit the ESOL program only when their English language proficiency as determined by standardized testing enables them to be independent and successful in their other academic classes, or after earning 2 full credits toward World Language in the ESOL program.

College Advising

Materials supporting college applications

Through an extensive program of college guidance and counseling, the school advocates for its students as they select and apply to an appropriate range of colleges and universities. Supporting materials that accompany each application include: an official transcript, the college counselor's recommendation, teacher recommendations, a profile describing the school and the class, and any additional forms required by a specific college.

Recommendations

Recommendation letters are written by faculty and administrators as a service to the students. Whether for a job, college applications, or volunteer opportunities, all letters written on behalf of students will be kept confidential. Letters are not given directly to students.

Reporting Disciplinary Record

Many colleges ask the student and Maumee Valley if the student has been disciplined for any serious offenses during their time at the school. Some college application supplementary question, for example, ask, "Has the applicant ever been found responsible for a disciplinary violation at your school from 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in the applicant's probation, suspension, removal, dismissal, or expulsion from your institution?" Maumee Valley expects students to answer such questions honestly. The college advising office will similarly respond to the college's requests in a forthright manner while still advocating for that student's admission at the colleges of his/her choice.

Reporting Standardized Testing Scores

Standardized testing scores, including the SAT, ACT, AP, and PSAT programs will not be included on the student's transcript. Students are required to have the College Board and/or ACT companies send the scores to the individual colleges.

Classroom Accommodations

Students who have received a formal evaluation and have been diagnosed with a learning difference or mental health diagnosis may be eligible to receive accommodations on tests, quizzes, projects, and other assignments as determined by the student support team, which includes members of the student support department, advisor, teachers, and division head.. Accommodations in the Upper School do not automatically qualify a student to receive accommodations on standardized tests. However, students who have received a formal diagnosis may apply for accommodations on College Board (i.e., PSAT, SAT, AP), and ACT exams through the Student Support Specialist.

Summative Assessment Policy

Students have the right to have no more than two summative assignments due on a given date. Summative assignments include tests, papers, presentations, or projects that are being used to measure mastery of one or more course outcomes. Short quizzes and other assessments or assignments for which students should be able to prepare within the scope of a regular homework load are exempt from this policy. Students should work with teachers of a third, and beyond, summative assessment, ahead of the due date, to accommodate conflicts.

Rank-in-class

Maumee Valley does not report rank-in-class on a student's transcript or on any applications prepared by the school.

Study Hall Assignments

It is recommended that all ninth grade students be assigned to a study hall during their open periods during the fall rotation. Alternatively, a ninth grade student may take a non-homework bearing course such as PE, Fine Arts, or Health.

In the second semester, ninth grade students who earn 70 or above in all of their classes may petition for open-campus privileges during their open periods.

Any student with an end-of-marking-period grade, which includes mid-term and semester reports, of 69 or below, will automatically be assigned to a study hall. Students who have only one grade below a 69 may petition to retain open-campus privileges.

Athletic Eligibility

The Ohio High School Athletic Association has established the following by-laws regarding academic eligibility for OHSAA athletic participation:

- Eligibility for each grading period is determined by grades received the preceding grading period.
- To be eligible, a student-athlete must have received passing grades in a minimum of five,

one-credit courses, or the equivalent, in the immediately preceding grading period. This includes all beginning ninth graders.

- Note: “Grading period” is defined in terms of your school’s board-adopted calendar. In most school districts, this is a nine-week period, while some districts use a six-week or 12-week period or semester. It should also be noted, however, that interim, biweekly, or weekly evaluations are not considered “grading periods” and restoration of eligibility is NOT permitted after such evaluations.

At Maumee Valley, the standard, minimum course load for all students, each year, is 5 ½ credits, more than the minimum 5 credits required by the OHSAA. Some MV students will take more than 5 ½ credits per year. MV students earn ½ credit in each of three intensives, fall, winter, and spring. MV students earn a minimum of 4 credits, and as many as 5 credits, over the two rotation periods, fall and spring. MV defines two “grading periods” for OHSAA eligibility purposes. Grading Period 1 includes the fall intensive course, and all the classes taken during the fall rotation, which concludes in December with Winter Break. Grading Period 2 includes the Winter Intensive course, the spring rotation courses, and the Spring Intensive, and concludes on the last day of school in June.

Academic Watch Policy

All students are expected to remain in good academic standing and progress towards meeting graduation requirements during their four years in the Upper School. It is not unusual for students to occasionally experience setbacks or face challenges that impact their academic performance. A student’s progress is closely monitored by their teachers and Advisor throughout the school year. In the event that a student’s performance declines to a level that puts the student at risk of not successfully completing or passing a course, the Advisor may recommend to the Head of Upper School that the student be placed on Academic Watch. The purpose of placing the student on Academic Watch is to increase the student’s likelihood of successfully completing the course and meeting the graduation requirements.

A student may be placed on Academic Watch when any of the following criteria are met:

- In at least one course, the student’s grade falls below a C at or before the marking period.
- In at least one course, the student demonstrates a pattern of missing work and/or late work submissions.
- The student accrues two or more course incompletes in one term.

Academic Watch procedures:

- The teacher reports to the student’s advisor that the student’s academic performance meets the criteria for Academic Watch.
- The advisor reviews the student’s academic standing and recommends to the Head of Upper School that the student be placed on Academic Watch.
- The Head of Upper School and a member(s) of the Student Support Team meet with the student, student’s advisor, and student’s parent/guardian, to discuss the student’s academic standing, factors contributing to the student’s performance, and the student’s support needs.

- The Head of Upper School, in collaboration with the Student Support Team and the Advisor, creates an Academic Watch Plan that outlines the structures in place to support the student's success, as well as outcomes that must be achieved in order for the student to be removed from Academic Watch.
- The advisor monitors the student's progress and informs the Head of Upper School when the outcomes outlined in the Academic Watch Plan are achieved.

A student must achieve the outcomes outlined in the Academic Watch Plan in order to be removed from Academic Watch. Consequences of not meeting the outcomes outlined in the Academic Watch Plan may include (but are not limited to): the student needing to retake a course, the school holding the student's contract, withdrawing the student from the academic program, the student not receiving a MVCDS diploma, or expelling the student from MVCDS.

COURSE REGISTRATION PROCESS

When considering appropriate courses for next year, advisors, students, and parents should consider some of the following discussion points:

- Pay attention to required coursework for graduation. This should take priority when completing the registration process.
- It is important to balance academic and extracurricular interests. Knowing that colleges like to see students who are stretching themselves appropriately academically and who are also leading interesting and meaningful lives, the range of student interest and involvement should be considered in making course selections.
- Identifying what advanced courses are of interest in future years allows students to complete necessary prerequisites in preparation.
- Be aware that single section courses often can conflict with others, thus providing alternative selections is imperative.
- If a student is interested in taking AP/Advanced courses, there is a required application process described in the next section. Students should take no more than three AP/Advanced courses in any given term.

Course Registration:

- Students and parents/guardians are encouraged to communicate with their assigned academic advisor to help answer any questions that may arise.
- The course catalog contains course offerings, descriptions, and policies. The catalog is online on the MyMV Upper School Resource page.
- Students' advisors will give students a course pre-registration form to fill out during their Advisory period in mid-March. This form will be used by students and advisors to create a schedule during spring conferences.
- Please fill out alternative course selections for each term.
- For the intensive selection process, our goal is to provide as many students as possible their highest ranked choices. However, we recognize that space is limited and not all students will be able to be placed into their first choice intensive. Filters we consider include seniority, a student's graduation requirement needs, balancing out request preferences, and student's demonstrated interest in a course of study. For intensives that offer extensive work within off-campus programs, or that include MV-run trips, additional application materials and an interview may be requested.
- Initial course placements will be prepared based on the pre-registration sign-up. These initial course placements will be reviewed and confirmed by the end of the current school year.
- In June, the course schedule will be built. Typically, we find that 10 to 20% of students will have a schedule conflict that needs to be resolved, such as two requested courses occupying the same block of time. As these conflicts are discovered, the registrar will contact students and discuss scheduling options.

AP COURSE APPLICATION PROCESS

Given the demanding nature of AP courses and specific policies that are distinct from other courses at MV, students are required to complete a process specific to enrollment in these courses. In previous years, students went through an initial recommendation phase followed by submission of a petition for each class in which they wanted to enroll. In order to provide greater access, the process has been streamlined.

For the 2024-2025 school year, ALL students interested in enrolling in AP/Advanced courses will be required to complete an application. A SINGLE application form will now be submitted to apply for AP courses in the upcoming school year. [In this form](#), students will identify courses, their interest, and discuss a plan to manage a heavier course load.

Good candidates for AP courses are students who demonstrate independence, self-motivation, creative problem-solving, active participation in classes, and strong critical thinking skills. In addition, completion of all prerequisite courses is required so that students enter the AP class with the necessary foundation to find success.

Please keep in mind that AP courses are equivalent to introductory courses at the university level, therefore remediation is not permitted on any assessments. While students should be proactive about asking for help, they must feel confident to work at an independent level with minimal outside support. In addition, any assigned summer work must be completed in advance of the first day of classes.

Given the demanding nature of AP courses, MV's recommendation is that students take no more than three AP courses at any one time. Schedules containing more than three AP courses at any one time will be required to meet with the Head of Upper School, Advisor, and parents to discuss impact.

AP courses have limited sections with limited numbers of seats. If interest exceeds this limitation, priority will be given to upperclassmen and to those who have completed all course prerequisites on campus.

After the application deadline, advisors and departments will review the application, prerequisite course completion, demonstrated academic performance in classes, and space limitations. After review, student will receive one of three possible responses:

- Acceptance
- Conditional Acceptance
- Denial

Upon receiving conditional acceptance, students must submit a petition that addresses the conditions outlined by the committee within the timeline communicated.

The [application form](#) must be filled out and submitted by April 15, 2024, at 4 p.m.

ELECTIVE COURSES

Elective Intensive Courses

Introduction to MV #HawkNation

Fall Intensive

This course is required for all incoming freshmen, however, new 10th graders may also take this course.

Prerequisite: None.

Entering high school can be tough and filled with uncertainty. This course is designed to help you learn about the culture, opportunities, and expectations of the Upper School while helping you to develop and refine skills that will help you succeed in this new environment. Through a variety of activities (individual and group) you will learn about the possibilities that this community and this campus hold for you to collaborate, lead, and create. We will explore what it means to balance freedom and responsibility, as well as how to go get your learning!

Elective Single Rotation Courses

The Happiness Lab

Fall or Spring Rotation

Prerequisite: None

This course is designed for those who want to take a close scientific look into what makes us happy. We will consider the work of Yale professor, Dr. Laurie Santos around the neuroscience of happiness as well as practice strategies for living a more fulfilling life. We will utilize Dr. Santos' course and podcast as launchpads for rich discussions and reflection. This class is intended to engage intrinsic motivation and, therefore, will be offered as Pass/Fail elective credit.

ENGLISH

English Mission Statement

The mission of the MVCDS English Department is to promote academic and cultural literacy through reading, writing, and thinking critically, communicating effectively, and engaging with a variety of perspectives (gender, cultural, political, and social).

English Department Transfer Goals

- Students will have the ability to write effectively for varied audiences and purposes, in different genres and styles, with a unique voice.
- Students will critically reflect on how they read, write and listen.
- Students will become competent and proficient readers.
- Students will engage with diverse cultures and experiences to develop empathy and understanding.
- Students will gather, analyze, synthesize and communicate complex information effectively.
- Students will express themselves creatively in ways that reflect interaction with themes, motifs, and techniques in literature coupled with original thinking and approaches.
- Students will contribute meaningfully to discussions and present their ideas with clarity and supporting evidence in relation to others' positions..

Skills students develop in the English program fall into the following categories:

Reading: Our reading assignments are challenging and diverse, spanning different time periods and cultures. They are probably not literature that students would choose to read on their own, but we do try to pick books that young people might find interesting. We carefully consider the intellectual, emotional and social maturity of students when we select each course text.

Writing: Well-structured essays are our staple writing assignments, but we assign a wide variety of creative projects, as well. In addition to formal writing assignments, students produce frequent, informal pieces in response to their reading or to other stimuli. Correct grammar and other conventions of usage are taught in relation to a student's own writing.

Thinking: There is no point in learning to express oneself if one has nothing interesting to say. Frequent essay assignments and almost daily class discussions require students to come up with something to say. We try to make the paper assignments and discussion questions stimulating and provocative. We challenge the unthoughtful judgment and the quick, unsupported opinion.

Speaking and Listening: At each grade level, students are required to formally present their work at times. We also develop speaking and listening skills through our discussions and small-group activities.

Student-Centered Activities: More and more, we assign student reports and collaborative work (such as peer editing and team debates). We want all students to be active in English class and to feel responsible for what they learn.

English Intensive Courses

Dystopian Literature

Fall Intensive

Prerequisite: English II

Ever since George Orwell published his 1949 novel, 1984, the term “Big Brother” has become synonymous with mass surveillance and government abuse. The dystopian genre has grown immensely in popularity in recent years, and this course will investigate how it has pervaded our culture, but also where it originated from and its essential elements and themes. Never Let Me Go will be the foundational text, but students will also read an array of short stories, in addition to analyzing its presence in film and television shows. During the course students will complete in-class writings, work with their hands to build their own dystopian world, and exercise their creativity in producing their own original dystopian tales.

Women in Literature

Fall Intensive

Prerequisite: English II

Women in Literature is an intensive course intended to expose students to the complexity and diversity of literary (and artistic) contributions by women. This course is an opportunity for students to acquaint themselves with (and perhaps even immerse themselves within) the various realities and vantage points of women from different eras and racial, cultural and socio-economic backgrounds. The course will focus on socio-political issues pertaining to beauty, identity, culture and social and political activism, as well as explore literary topics such as character, theme and imagery. Students will have the opportunity to experience literature and the breadth and depth of thought it evokes across a variety of genres ranging from poetry and prose to fiction, music and film. Seminal texts studied will include the Pulitzer Prize winning short story collection by Bengali-American author, Jhumpa Lahiri, the Interpreter of Maladies, and The Bluest Eye by Nobel Laureate Toni Morrison. Other prose, poetry, music and film featured will center creatives from all over the globe, including, Indigenous, Black, Latin, European, African, Asian, Middle-Eastern amongst others. Students will demonstrate their comprehension of the topics and texts via rigorous and robust discourse, a variety of stimulating in-class written assignments and a cumulative creative project of one’s choice.

Advocacy Writing

Winter Intensive

Prerequisite: English II

What does it mean to boldly inspire positive change in this world? Are you interested in learning how to communicate your ideas on subjects that you are passionate about? Do you want to be a problem solver in your community? This course is grounded in the idea that writing provides an outlet for sharing and developing ideas; facilitates understanding across different conventions, genres, groups, societies, and cultures; and allows for expression in multiple academic, civic, and non-academic situations. Students will

learn how to search for sources and appropriately analyze media that we encounter every day. Throughout this course students will read, watch, listen to, and analyze public discourse as preparation for identifying a current social problem and advocating for a solution.

Turning the Key: The Madwoman in the Attic

Winter Intensive

Prerequisite: English II

Contemporary society has embraced the madwoman trope, where the aggressive, anxious, and socially deviant woman is a catalyst for conflict in movies, television, and even pop music. Despite experiencing a resurgence, the madwoman has graced the pages of literature's most enduring works for hundreds of years. As a consequence, she has made her way into the very fabric of our culture. But where did she come from? And why is she still here? As contemporary writers continue looking back to the past and utilizing this trope, it is worthwhile to study not only how new generations interact with the trope, but also what it indicates about society's view on women, mental health, and their agency. Students will approach this course through an interdisciplinary lens, examining how historical context and mental health intersect with the literature and media we consume. In addition to research, students will have multiple opportunities to craft and defend arguments, as well as to find creative solutions that recognize the real lived experiences of women. Students should be aware that difficult depictions of mental health and anxiety will be presented in this course. The texts presented require considerable maturity on the part of the reader and are not necessarily chosen to please but to make the reader think.

Hip-hop and Language

Spring Intensive

Prerequisite: English II or English Foundations: Writers and Readers

Hip-hop and Language is an intensive course intended to explore the half-a-century history, politics, linguistics and culture of hip-hop. In this course, students will be empowered to be educators and will have opportunities to educate their peers and their instructor(s) on the hip-hop that informs their realities. Students will be introduced to the history of hip-hop, as well as to its global expansion. Students will examine hip-hop's role in social justice movements globally, and its role in Black American protest specifically. Students will also examine how hip-hop has popularized African American Vernacular English (AAVE) as a dialect. An exploration of the political distinction between dialect and standard dialect will be discussed in order to allow students to appreciate how language can be leveraged to empower or disempower. Finally, hip-hop's intersections with pop culture, fashion and subcultures will be investigated. Materials for the course will include poetry and works of nonfiction, as well as audiovisual resources such as music and film. Students will demonstrate their comprehension of the topics and materials via rigorous and robust discourse, including debates, a variety of stimulating in-class written assignments and a cumulative creative project of one's choice.

Young Adult Literature

Spring Intensive

Prerequisite: English II or English Foundations: Writers and Readers

Magic, aliens, fairy tales, scientific advances, mind control, dystopias—high school: young adult fiction has a wealth of subgenres and themes for its readers to navigate as they begin to transition into adulthood. However, there is an ongoing conversation within the book publishing industry concerning the lack of people of color in Young Adult fiction. Particularly in the speculative, science fiction, and fantasy genres, bestselling YA fiction tends to feature white heterosexual, able-bodied, cisgender main protagonists. In this class, we will examine young adult literature that engages with the legacies of systemic racism and Western imperialism. Our texts aim to create a more inclusive historical imagination by telling fictionalized histories that center people of color. Students will explore these texts asking essential questions about the text’s willingness to confront the problems and difficulties of diverse representation within an increasingly multicultural society still in thrall to systemic racism. Throughout this course, we will examine what it means for a text to be considered “young adult” literature and the power dynamics between the adult author and the teen reader. What problems do these novels explore and why were these narratives crafted for this specific audience? How is YA similar to adult texts and how do we view YA differently? This course will ask you to engage in discussion and analytical reading and writing about YA literature, supported by textual evidence and research.

English Yearlong Courses Schedule for Both Fall and Spring Rotations

English Foundations: Writers and Readers

Prerequisite: 8th grade English

English Foundations: Writers and Readers is a year-long class for English credit, co-taught by an English and a Social Studies instructor, that prepares students for rigorous high-school coursework in English and Social Studies while focusing on the development of each student’s reading, writing, and discussion skills. Students explore how meaning arises from the arrangement of details in a text, how poetry transforms language and thought, and how persuasive arguments across a range of genres—from classical rhetoric to contemporary journalism—appeal to logic and feeling. Students write in various modes—expository, analytical, persuasive, creative—and are coached in revision as they build the skills it takes to explain and express complex ideas and original insights in their own words. Texts include contemporary short stories, poetry, and longer works of fiction and non-fiction from a variety of global authors, as well as a Shakespeare play, through which students learn concepts of literary analysis that will recur in later English classes. The course also explores topics that provide a foundation for later Social Studies classes, including checks and balances in government, the value of open speech and debate in a democracy, and the importance of media analysis in analyzing current events.

English Foundations: The Analytical Mind

Prerequisite: English II or English Foundations: Writers and Readers

English III focuses in large part on the following questions: Where do our literary traditions (poetry, short stories, novels, plays) come from? How do authors use these traditions to understand the world? What does literature indicate about humanity? How can our analysis of characters, relationships, conflict, and genre theory help us to better understand our fellow humans? To explore these questions, we will read and write about a variety of classic and contemporary works of literature this year. Past authors and poets have included: Jamaica Kincaid, Gabriel Garcia Marquez, Kate Chopin, William Faulkner, Anne Sexton, Sylvia Plath, Jose Olivarez, F.Scott Fitzgerald, and Zadie Smith.

This course engages students in the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes and learn to look for patterns in literature, detect tone and tone shifts, analyze symbols, deconstruct arguments, and perceive layers of meaning in literature, art, and music. This kind of reading is about more than plots and characters; it is practice for the task of "reading" the world, life itself, as a text. Students in this course will practice a series of writing techniques (analytical, argument, and synthesis) designed to develop their individual styles and voices. Throughout the year students will compose literary analysis, rhetorical analysis, and argument essays. Revision—literally "re-seeing" a piece of writing—is the heart of this writing program. Thus, student writers will re-work their pieces through multiple drafts in order to produce maximum clarity, to achieve the writer's purpose, and to develop the writer's skill in using language and punctuation effectively.

AP Language & Composition: The American Mythology

Prerequisite: English III AND Application Process

This course focuses on the analysis and interpretation of American nonfiction and fiction works to identify and explain the authors' rhetorical strategies and techniques as they relate to persuasion in particular. Students will engage in a chronological study of American texts that will prompt them to define how these narratives shape American culture and society—its mythology. Students will attempt to answer the following: Does the United States have a myth? If so, does it still exist? Did it break down over time? In addition, students will write several essays, and complete projects, of varying lengths to apply those strategies and techniques for a variety of purposes.

As this is a college-level course, the student must be a critical thinker, a fluent writer, and an independent reader of challenging material. Performance expectations are appropriately high and the workload is challenging. Frequently the work involves long-term reading and writing assignments, so time management is important. Because of the demands of the course, students must possess a strong command of mechanical conventions. In the spring, students are required to take the English Language and Composition Advanced Placement Examination. **(Estimated exam cost: \$98)**

AP English Literature & Composition: Global Literature

Prerequisite: English III AND Application Process

Students will identify and explore the effects of literary craft and techniques as they relate to the meanings of works as a whole. Students will engage in a survey of texts that will prompt them to engage in universal and timeless questions. We will write several essays and responses to apply skills of literary analysis in the development of critical thinking and original insights into our complex and ever-shifting global community. Students will practice all steps of the writing process from research and drafting to revising and editing with an added emphasis on the importance of peer review workshops. Essays read and composed will incorporate MLA citations of primary and secondary sources. Evaluation of the essays will provide feedback based on rubrics as well as opportunities to rewrite.

As this is a college-level course, the student must be a critical thinker, a fluent writer, and an independent reader of challenging material. Performance expectations are appropriately high and the workload is challenging. Frequently the work involves long-term reading and writing assignments, so time management is important. Because of the demands of the course, students must possess a strong command of mechanical conventions. In the spring, students are required to take the English Literature and Composition Advanced Placement Examination. **(Estimated exam cost: \$98)**

English Single Rotation Courses

Fiction Writing

Fall Rotation

Prerequisite: English III

Do you have stories you want to tell? Have you ever wondered how writers put their stories together - how they come up with characters that are deeply imagined and real, or with plots that are exciting and engaging? This course will focus on fiction writing - short stories, flash fiction, and related forms. You'll learn about how plots develop, how scenes drive fiction and the seven essential elements of a scene. You'll read a ton of stories - likely from writers you've never heard of - and study how they put their tales together, and you'll write your own stories. We'll work together as a class to give extensive feedback at every stage of your writing process, learn about the tools writers use to manage the complexities of a story as it develops, and work on getting all elements of a story - character, plot, setting, mood, theme - to work together with carefully worded language to capture your audience and thrill them with your tales.

Propaganda Studies

Fall Rotation

Prerequisite: English III

This course examines the nature of propaganda and persuasion, with special attention to 20th and 21st century political trends. We start by discussing the psychology of belief in order to explain the success of common propaganda techniques. Next we examine the role of propaganda in politics, with special attention to the rise of dictatorships and legal challenges to free speech. This segment of the course

draws on a variety of historical texts, including film, speech, and memoir. In the third part of the course students break into teams to compete against each other by creating their own propaganda campaigns, asking as they go whether the manipulative techniques of mass persuasion can be justified if the propagandist uses them for a good end. Students will explore ways they themselves create, pass on, and are targeted by various forms of persuasive messaging and will debate the role of truth and honesty in their own speech and writing. This course may be taken for English credit or Social Studies credit.

Science Fiction and Fantasy

Fall OR Spring Rotation

Prerequisite: English III

Cyborgs, fairies, hobbits, and monsters; creatures, clones, and mysterious portals—science fiction and fantasy have many a rabbit hole for us to discover! This class introduces students to science fiction and fantasy through a variety of forms. We will examine how each text produces cultural commentary and ultimately develop, through reading, writing, and discussion, a working definition of speculative fiction: what it is, what it does, and the kinds of meanings it can generate. Throughout our course we will consider questions like: What is “science fiction” or “fantasy?” What does it mean to be human? How can changes to our world improve, or deteriorate, our human condition? What is our relationship to technology? Whose voice is being heard in a narrative? Who makes the rules and who has the power to subvert them?

Creative Nonfiction

Spring Rotation

Prerequisite: English III

This is a course designed to familiarize students with the techniques and narrative structures of creative nonfiction, and how to translate personal experience and research into effective nonfiction prose pieces, including memoir, personal essays, sketches, lyrical essays and related sub-genres. We'll read and study a number of creative nonfiction works by contemporary creative nonfiction authors to see what similar techniques and ideas make them each work despite the genre covering such wide territory. We will take a hybrid approach to the writing of creative nonfiction - frequent exercises and journal assignments to learn new techniques and build skills, and classroom workshops to kickstart the revision process. Writing assignments will be critiqued by the group to help the writer enhance the use of creative techniques and tools, as well as increasing the effectiveness of their prose. We'll write often, think deeply, and develop solid skills as a writer through hard work, critique and revision.

Political Rhetoric

Spring Rotation

Prerequisite: English III

This course explores questions about justice, liberty, authority, and power that lie at the heart of current political debates. We take up these questions through several classic texts whose arguments continue to shape modern political thought, including Plato's Dialogues, Machiavelli's The Prince, Hobbes's

Leviathan, and Marx & Engels's *The Communist Manifesto*, as well as Shakespeare's political tragedy *Coriolanus*. Along the way, students draw on the words and ideas of these texts to create, present, and critique their own political rhetoric about current events. Topics include elections, economic policy, protest, speech, political polarization, and more. This course may be taken for English or Social Studies credit.

FINE ARTS

The Fine Arts Department Mission

The mission of the Fine Arts program is to provide educational experiences that foster creativity, explore the artistic process, and help develop knowledge of and appreciation for the arts throughout history, and in our global society. The program enables students to produce and share well-crafted works of art that intensify and clarify the human experience.

Fine Arts Transfer Goals

Students will:

1. **Appreciate:** Investigate the unique ways an art form impacts the individual and society.
2. **Produce:** Develop and refine artistic expression through technique.
3. **Share:** Publicly express themselves and communicate through their art.
4. **Respond:** Evaluate their own artistic work and that of others.
5. **Connect:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Belief Statements

To support our students, teachers will:

1. Provide all students with opportunities and time to function as artists by exploring, developing, and refining their creativity and self-expression.
2. Use a variety of resources and tools to help students understand basic knowledge and skills that will allow them to produce or perform well-crafted works of art.
3. Help students learn to communicate, collaborate, and analyze - all skills which can be applied to other disciplines.
4. Help students learn how to critique, interpret and analyze their own art works and the works of others.
5. Recognize that each student progresses on an individual basis in achieving art competencies.
6. Provide varied and diverse opportunities for students to learn content and demonstrate their understanding.
7. Use information from ongoing assessments, including self-assessments, to provide feedback and check for understanding continually during the creative process.
8. Encourage students to bring into the world new works beyond interpretation, and by composing, improvising, synthesizing and innovating.

Fine Arts Intensives

Multimedia Arts 1 and 2

Fall Intensive

Prerequisite: None for Multimedia 1, Prerequisite for Multimedia 2 is Multimedia 1

Through the study of digital and interactive media and its application in information technology, students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that engage the viewer. Introduction to fundamental concepts, practices, and theories of digital art production. Topics include integration of traditional design, color, and compositional principles with contemporary digital tools. This course will cover concepts, methods, and techniques of creating digital design, animations, motion graphics, and video production. Surveys a range of traditional design methods and principles as well as explores the art of storytelling through the use of storyboarding and implementing various software and contemporary techniques.

- Technical Competence: Utilize the appropriate technology effectively for informational, academic, personal, and professional needs.
- Communication: Effectively communicate thought in a clear, well organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.
- Aesthetics: Use multiple modes of inquiry and approaches to experience and to engage with the arts and nature; develop and express personal creative visions throughout all aspects of one's life.

Rehearsals and Performances: One Act Plays

Fall Intensive

Prerequisite: None

This class will focus on how a community of artists comes together to create theatre. Mr. Bozanich will guide a cast through the rehearsal process for two (or three depending on enrollment), one-act plays of Absurdist Theatre. Students will then share these plays with our community in two public performances. These plays hold a funhouse mirror up to the insanity of our modern world.

Mixed Media and Unconventional Materials Art

Winter Intensive

Prerequisite: None

This course will allow students the opportunity to experiment and combine artistic mediums to enhance their abilities to develop a personal visual language. This course will use traditional and nontraditional materials for artistic projects. Collage, photography techniques, printmaking, encaustic, assemblage and sculpture will be explored. Students will be encouraged to use their unique talents and interests to explore the boundaries between drawing, painting, and sculpture. This course will also address contemporary and conceptual artists for inspiration and to guide their art making practices.

The Art of Film: Animation

Winter Intensive

Prerequisite: None

The student will learn the history, techniques, and creative talents of the animated film. From its earliest days, film has used animation to test the limits of what is possible. Starting with early experiments by Ub Iwerks, Max Fleischer, and Winsor McCay which led to advances in the new art of cinema. Then the broad cultural development by Walt Disney in feature films and Warner Brothers in the animated short film honed the craft into an artform all its own. Students will follow these keyframes through to Pixar and other digital advances. The student will focus on the unique advantages of animation as a storytelling mode.

Show Choir

Winter Intensive

Prerequisite: None

The Show Choir intensive is designed for students to study and combine singing with synchronized movement. Students will rehearse chosen vocal selections to be sung and memorized while learning techniques involved in basic movement. The singing and the movement will initially be studied separately, and then combined to create a “show” modeled after performances that are given in show choir camps and competitions throughout the country. Students will spend class time observing show choirs in high schools and universities to analyze various aspects of performance. A performance by the students will be scheduled at the end of the intensive.

Rhythm and Percussion

Spring Intensive

Prerequisite: None

The Rhythm and Percussion Ensemble course is an opportunity for students to explore the history of rock and roll drummers, and to learn rhythm, drumming and performance techniques. The students will form a percussion ensemble which will learn to play music by reading rhythmic parts to selected songs. Students will also be given assignments in composition, creating selections that will only involve percussion instruments. Additionally, each student will be assigned short and long research assignments on artists, music, and/or drum history to be presented to the class. A performance by the students will conclude the intensive.

Digital Photography 1 and 2

Spring Intensive

Prerequisite: None for Digital Photography 1; For Digital Photography 2 it is Digital Photography 1

In this course, students learn the basic principles of digital photography and explore the photographic process including pre-visualization, taking images, and adjusting and manipulating digital images. Students will investigate how to use photography to tell a story and will explore narrative both through

individual images, series, and incorporation of text. This course will emphasize learning the design principles, composition, and fundamental history and theory of photographic media. Students will approach various subjects and narratives to create images and projects that are personal and expressive.

Fine Arts Yearlong Courses

Schedule for Both Fall and Spring Rotations

Advanced Placement 2-D Design

Prerequisite: 2 semesters of Drawing & Painting or Advanced Color & Design and Application Process, Instructor approval

The AP 2-D Design Course is designed to explore and master techniques, skills, theories, and principles related to color theory and design. Students will have the opportunity to fully explore, expand, and master their talents and abilities in drawing, painting, and design. The elements of art, design, and color theory will be emphasized in classroom lectures, written assignments, discussions, and critiques. Lessons will focus on the combination of color theory and two-dimensional design elements. Using a wide variety of traditional and nontraditional materials and methods, students are encouraged to develop their own design vocabulary and repertoire of practical techniques. In addition to introducing formal design strategies, the course emphasizes content from historical, cultural, and contemporary artworks.

Students will work toward the development of a comprehensive portfolio that may meet the requirements for entry into college-level classes. Students learn to seek out creative problems that are interesting and challenging and use goal setting, informed decision making, and problem solving skills to pursue their own artistic interest in an informed way. Students are responsible for demonstrating mastery at using the elements of art to organize the principles of design in their work. **(Estimated portfolio cost \$98)**

Advanced Placement 3-D Design

Prerequisite: 2 semesters of Sculpture and Ceramics and Application Process, Instructor approval

AP 3-D Design is the exploration of three-dimensional forms through a variety of media that emphasizes individual expression, deepening artistic practice and development of mastery in specific areas of art-making, including concept, composition, drawing and design. Students enrolled in this course will build on existing art-making skills as they further develop their personal artistic voice, problem solving skills, and understanding of the elements of art and principles of design. Students will engage in individual and peer critiques, and write reflectively about their art-making experiences, in order to expand their visual thinking, develop skills, and participate in critical analysis.

Students will investigate all three components of the AP College Board Portfolio, which include quality, concentration, and breadth. Students will be experimenting with different media and processes, along with developing mastery in multiple concepts, compositions, and execution of ideas. Students will choose their work from projects that promote individuality and diversity within their portfolio. Their portfolio will be submitted to the College Board for assessment. **(Estimated Portfolio cost: \$98)**

Advanced Placement Music Theory

Prerequisite: at least one semester of either Music Theory I or Music Theory II and Application Process

Students with advanced skills in the rudiments of music are encouraged to take this course. Students will study materials beyond the scope of basic scales and key signatures, and will begin to learn about four-part harmony and the analysis of musical scores. The students will also broaden their vocabulary with regard to musical forms and compositional styles. Additionally, the students will continue to develop individual skills in ear training and sight singing which are a portion of the AP Music Theory Exam.

(Estimated Exam cost: \$98)

Fine Arts Single Rotation Courses

Advanced Color & Design 1 and 2

Fall OR Spring Rotation

Prerequisite: None; recommended for 10-12 graders

The Advanced Color and Design course is designed to explore and build techniques, skills, theories, and principles related to color theory and design. Students will have the opportunity to fully explore, expand, and master their talents and abilities in drawing, painting, and design. The elements of art, design, and color theory will be emphasized in classroom lectures, written assignments, discussions, and critiques. Lessons will focus on the combination of color theory and two-dimensional design elements. Using a wide variety of traditional and nontraditional materials and methods, students are encouraged to develop their own design vocabulary and repertoire of practical techniques. In addition to introducing formal design strategies, the course emphasizes content from historical, cultural, and contemporary artworks.

2D Painting and Drawing 1/2/3

Fall OR Spring Rotation

Prerequisite: None for 1, each level requires completion of previous level

In the Painting and Drawing course, students will be investigating various forms of 2-dimensional art within drawing and painting methods. Units and projects will combine inspiration from historical, cultural, and contemporary artworks with the development of technical skills and concepts. The basic elements of art, design and color theory will be emphasized in classroom lectures, written assignments, discussions, and critiques. Lessons will include a strong foundation of observational skills, including: perspective, landscapes, still life, and portraiture. Artworks will be created in a variety of mediums to explore and advance the students' drawing and painting skills.

Ceramics and Sculpture 1/2/3

Fall OR Spring Rotation

Prerequisite: None for 1, each level requires completion of previous level

This course will provide an opportunity for students to explore the fundamentals of three-dimensional design, and develop an artistic appreciation of sculptural artworks. Lessons and projects will be tied to discussions of historical topics and art in modern societies. Students will explore a variety of methods, including assemblage, casting, carving, and modeling with diverse sculpture mediums.

String Ensemble

Fall OR Spring Rotation; ¼ credit per term

Prerequisite: Experience on a stringed instrument

String Ensemble is a class designed for players who are continuing to develop technical and musical proficiency. This is not a beginning class. Literature is carefully chosen from a variety of genres for its musical interest and technical value. Emphasis is placed on music literacy, independent musicianship, style, and expression, as well as techniques of ensemble playing. Students perform in both large group and small group settings. Assessment includes periodic practice checks, comprehensive playing exams, and public performances. Class meets twice a week with an additional meeting for small group sectionals. Wednesday morning Chamber Strings serves as one of the class meetings.

Chorus

Fall OR Spring Rotation; ¼ credit per term

Prerequisite: None

Students in chorus will learn the principles of choral singing through rehearsing and performing a variety of musical selections from classical to popular styles. Emphasis is placed upon the development of correct vocal technique, music literacy and ear training to improve overall musicianship. Chorus meets twice in a five day rotation. The chorus will perform two or three times per year.

Classical Music Appreciation: Bach to Beethoven to Brahms

Fall Rotation

Prerequisite: None

This course is a study of Western Art Music beginning with writers and music from the Middle Ages through the nineteenth century. Students will have multiple listening assignments beginning with Gregorian Chant through excerpts from major symphonic and vocal works. Emphasis will also be placed on the lives and writings of several prominent composers whose music is still played today. Another component of the course is the advancement of music literacy through the practice and performance on the alto recorder and the ukulele. The students may be able to perform at the end of the semester with the entire class as an instrumental ensemble.

Theater For Social Change

Fall Rotation

Prerequisite: None

Theater is often created to entertain, sometimes it also seeks to examine and expose the culture. The student will read works of political theater and analyze the effect of these works on society. Authors should include: August Wilson, Augusto Boal, Luis Valdez, Caryl Churchill, Anna Deavere Smith, and Maria Irene Fornes. These playwrights specifically address issues of race, gender, and class in an effort to The thrust of the class will be an investigation of the question; Does theater simply hold up a mirror to life or can it create change?

The Actor at Work: Acting for the Camera

Fall Rotation

Prerequisite: None

To create a compelling performance students must apply the tools of an actor: words, action, and imagination. The camera creates an aesthetic distance for the audience. Therefore, the actor must apply these tools in a specific way. Students will craft performances, using the rehearsal process to evaluate their own work and the work of their peers. Students will synthesize these choices to film a range of individual and group performances.

Music Theory 1

Fall Rotation

Prerequisite: None

This course will survey the actual mechanics behind music. The course will begin with clef signs, note names, scales and modes, key signatures, intervals and triads. From there, students will move to four-part harmony, two-part counterpoint, and basic musical forms. Students will complete listening assignments, dictate melodies and rhythms, aurally recognize scales and chords, and be able to perform singing exercises at first sight. An aural and a written exam will be given at the end of the semester.

Music Theory 2

Spring Rotation

Grades 9-12

Prerequisite: Either Music Theory I OR a basic knowledge of elementary Music Theory

This course will survey the actual mechanics behind music. The course will begin with scales and modes, key signatures, diatonic and chromatic harmony, and chord analysis. From there students will move to four-part harmony, two-part counterpoint, and basic musical forms. Emphasis will be placed on students' abilities to create and to compose small selections, complete listening assignments, dictate melodies and rhythms, and aurally recognize scales and chords. An aural and a written exam will be given at the end of the semester.

Popular Music Appreciation: Blues to Beatles to Beyonce

Spring Rotation

Prerequisite: None

This course is a study of Popular Music from the beginning of the 20th century to today.. Students will have multiple listening assignments beginning with Blues and Ragtime music, early and later jazz, rock and roll, early rock music through contemporary musical styles. Emphasis will also be placed on the lives and music of several prominent artists whose music is still played today. Another component of the course is the advancement of music literacy through the practice and performance on the ukulele. The students may be able to perform at the end of the semester with the entire class as an instrumental ensemble.

Playwriting

Spring Rotation

Prerequisite: None

Creating a work for the stage requires a specific type of writing. Students will create an original work through storytelling exercises. The projects will focus on plot, character, setting, and dramatic structure. The final project will include a reading, open to the public of a scene from their work. Additional topics will include script development through improvisation and devised theatre practices.

The Designer at Work: Sets and Props

Spring Rotation

Prerequisite: None

The student will delve into the process of design for the stage. Each student will receive an overview of all the design disciplines; costumes, sets, lights, and props. They will then be able to dive deeper into the discipline of their choice. Students will travel the steps of the design process. The class emphasizes the opportunity for designers to conceptualize and bring those ideas into reality on the stage. The students will be responsible for collaborating in creating the world of the Spring Play.

MATHEMATICS

Mathematics Mission

The mission of the Maumee Valley Math Department is to provide our students with a solid base of mathematical knowledge, based on a sound sense of mathematics developed in a cooperative atmosphere of active exploration and constructivist learning. We will develop persistent and confident students who use multiple strategies to solve real-world problems, effectively communicate their logical solutions, and understand math's global impact and importance.

Mathematics Transfer Goals

We believe mathematically proficient students should:

1. Make sense of problems and persevere in solving them. Explain to themselves the meaning of a problem and look for entry points to its solution. Make conjectures about the form and meaning of the solution and plan a solution pathway, rather than simply jumping into an attempt.
2. Reason abstractly and quantitatively. On a regular basis, students should make sense of quantities and their relationships in problem situations. Consider the validity and reasonableness of a solution by considering the context and relationships between values.
3. Construct viable arguments and critique the reasoning of others. It is important that students make conjectures and build a logical progression of statements to explore the truth of their conjectures.
4. Model with mathematics. Application of mathematics is used to solve problems arising in everyday life, society, and the workplace. With modeling, students are able to identify important quantities in practical situations, and map their relationship using tools such as diagrams, tables, graphs, flowcharts, and formulas.
5. Use appropriate tools strategically. Proficient students are sufficiently familiar with tools appropriate for their grade or course, to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and the tools' limitations.
6. Attend to precision. Paying attention to detail serves a mathematically proficient student well: they calculate both accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.
7. Make use of patterns and structure to express regularity in repeated reasoning. Emphasis is placed on analysis, synthesis, and application to develop reasoning behind applying specific strategies.

Students' success in mathematics relies on skill mastery within previous courses. The graduation requirement is four credits of high school mathematics that includes Algebra II.

Math Intensive Courses

MV BBQ

Fall Intensive

Prerequisite: English II

Top Chef meets Shark Tank in this three-week team competition. Barbecue is a growing market; Americans are poised to spend over \$5 billion at barbecue restaurants in 2025! But success isn't guaranteed - approximately 30% of restaurants fail in their first year, so you need to have a great-tasting product and a smart business plan to succeed. In MV BBQ you'll learn the art and science of American barbecue along with the essentials of business and product development. Through this culinary lens you'll learn to create a winning business plan from market research to production, to pricing and selling. You'll also be introduced to the four major styles of American barbecue, recipe creation and scaling, as well as safe food handling. Cap off the course by creating prototypes (aka barbecue main courses and side dishes!), eye-catching advertisements and social media strategy, and polished presentations. You'll pitch your business to a panel of local entrepreneurs, investors and BBQ pros and sell your food to the MVCDs community. May the best pit crew win!

Statistics in Sports

Winter Intensive

Prerequisite: None

Statistics play a crucial role in understanding, analyzing, and predicting various aspects of sports. This course provides a comprehensive exploration of statistical methods and their applications in the world of sports. We will take a rigorous exploration of statistical methods with a strong emphasis on mathematical principles in the realm of sports. Students will delve into foundational statistical concepts, including probability, distributions, hypothesis testing, and regression analysis. The curriculum focuses on applying these mathematical tools to analyze and predict athletic performance, unravel team dynamics, and inform strategic decision-making in the sports industry. Practical exercises and real-world applications will enhance students' mathematical proficiency in utilizing statistics for a competitive edge in sports analytics, coaching, and management.

Gaming Concepts and Statistics

Spring Intensive

Prerequisite: None

Year after year some of the most popular video games end up making the most money from suckers and chumps who spend all of their money on loot boxes. What is the probability of pulling the exact thing you want? Is it worth the money and the time? In Gaming Concepts and Statistics we will be looking at different probability models in various different genres of video games from RPG, FPS, RTS, and whatever else comes along! We will collect data by playing through these games, measuring the probabilities and comparing what we find to what we are told the probabilities are. Is there really a 0.6% chance of pulling a restricted skin in CS:GO? The only way to find out is to do the math!

GLP intensive: Scandinavian Cultural Studies & Geometry in Architecture

Spring Intensive (TRAVEL)

Prerequisite: Geometry

Estimated cost: \$4,500-4,800

This course on Geometry in Architecture combines a thorough exploration of fundamental geometric principles with practical applications in design. Students will delve into points, lines, angles, and shapes, using these concepts to create visually appealing and structurally sound architectural designs. Spatial skills will be honed through three-dimensional modeling, and students will explore proportions, symmetry, and geometric transformations. Additionally, the course includes a unique component—travel to Europe—to critically analyze major architectural landmarks, offering a global perspective on the interplay of geometry, culture, and history in design. Through digital tools and effective communication, students will emerge with a strong geometric foundation and a nuanced understanding of architectural forms on an international scale.

Students seeking World Language credit for this intensive will explore a variety of different aspects of culture, including language, music, cuisine, art, religion, customs, traditions, etc. They'll also learn to discern the difference between surface and deep culture, and identify what is lost when stereotypes superficialize a culture and when aspects of cultures die. This course includes travel to various Scandinavian countries including Norway, Denmark, and Sweden, and a 4-day homestay with families and students from our sister school in Sala, Sweden. Travel portion of the intensive will last about 12 days. Students will choose a topic of interest to research and explore both on campus and during our travels, and will conduct interviews with local citizens to gain further insight, as well as keep a daily journal to reflect on their experiences. GLP members, as well as upperclassmen, will be considered first during enrollment. However, non-GLP members and rising freshmen can still express interest by including this option on their registration form, along with alternative course selections.

Math Yearlong Courses

Schedule for Both Fall and Spring Rotations

Algebra I

Prerequisite: Pre-Algebra or equivalent course

Algebra I is the language through which most mathematics is communicated. Algebra 1 will begin to provide a means of operating with the concepts of variables, expressions, equations, inequalities, matrices, and relations. The skills taught in this course lay the foundation for upper level math and science courses, and have practical uses. The concept of function is emphasized throughout the course. Some topics include: operations with real numbers, linear functions and inequalities, relations, solving systems of linear equations and inequalities, quadratic functions, factoring and radical equations. Algebra I will provide students with the required depth of knowledge in the language of mathematics. A student who is familiar with the terms of mathematics in Algebra I will be well positioned to succeed in

subsequent years. Emphasis will be placed on knowledge of the language as well as computational skills. Students will use Ti83 or Ti84 calculators extensively to help them visualize functions and find solutions to problems.

Geometry

Prerequisite: Algebra I

In the first semester of Geometry, students will be introduced to the fundamental concepts of reasoning and logic, basic coordinate Geometry, and congruence. In doing this, students will be exploring many relationships between points, lines, angles, etc. They will be called upon to explain their ideas and justify their answers in rigorous ways utilizing definitions, postulates, and theorems. At times, they will use informal explanation methods, and at other times, they will use the more formal, two-column proof. Students will first learn basic terminology and relationships, as well as the basics of deductive reasoning and proofs. They will then explore relationships between lines and angles using parallel lines. Following this, students will explore the idea of congruence through transformations in the coordinate plane, and by considering what it takes for triangles to be congruent. The term will end with an in-depth look at some of the relationships that exist within right triangles. Skills from Algebra I will be utilized regularly. The second rotation will begin with a study of similarity and trigonometry, with a continued focus on triangles. When we wrap up our study of triangles, we will study quadrilaterals and other polygons, followed by circles, and finally, surface area and volume.

Algebra II

Prerequisite: Geometry

This course is a transition course intended to revisit and shore up the knowledge learned in Algebra I, while providing introductory looks at a variety of more advanced topics that will be necessary for engaging in the content of higher level classes, such as trigonometry, precalculus and calculus. The first half of the course will review topics from Algebra I in greater depth, as well as cover new material. Topics include essential properties of numbers, as well as a discussion of common mathematical notation, then linear functions and equations, matrices, quadratic functions, and polynomials.

The latter half of the course covers a variety of other kinds of functions: exponential, logarithmic, rational, and trigonometric. The concepts of inverse, symmetry and zero are integral in the class, and will be discussed across all topics. Students will develop strategies for writing equations to model a variety of mathematical relationships, both abstract and concrete. Connections to real life will be made when applicable. The use of technology, such as a TI-83/84 graphing calculator, will allow for data analysis and creation of equations to model a variety of situations.

College Algebra

Prerequisite: Algebra II

College Algebra is a course designed to examine, in detail, the applied, real-world, and theoretical mathematical implications of the mathematical concept of any given function. The symbolic, numerical, graphical and narrative representations of the mathematical concept of functions introduced in previous

math courses will be expanded and explored. In this class, students will learn about the building blocks of Calculus and Precalculus (called functions) and their properties, with a special focus on linear, quadratic, exponential, logarithmic, and trigonometric functions. The instructional strategies will vary throughout the year. Investigative and collaborative group activities, questioning for understanding and metacognition, guided practice, addressing students' learning style, scaffolding of classroom activities, and differentiation will be implemented in this course. Ti-83 or Ti-84 graphing calculator is required. By using technology to collect and model data, students will be able to make conjectures about the data and develop a robust understanding of the concepts discussed.

Precalculus

Prerequisite: Algebra II

This advanced algebra course will concentrate on a variety of functions. Primary emphasis will be on understanding operations, general properties, and behavior of classes of functions, including a complete development of the trigonometric functions. Students will be able to represent and analyze relationships using tables, verbal rules, equations and graphs, and to translate among tabular, symbolic and graphical representations of functions. Students will explore applications of trigonometry and analytic trigonometry on top of the basic trigonometric functions. Important concepts of calculus will be foreshadowed through an emphasis on graphs. This informal exploration will lay the foundation for future study by providing students with rich intuitions about functions and graphs. Ti-83 or Ti-84 graphing calculator is required. Calculators will be extensively used to help students visualize functions and find solutions to problems they could not without a graphing calculator.

Calculus I

Prerequisite: Precalculus

In this introductory calculus course, students will move from the finite to the infinite. In previous math courses, students have studied functions and average rate of change, such as average velocity to approximate instantaneous rates of change. They have also studied behavior of functions and have found maximum and minimum values of a function by graphing. In Calculus I, we will study the behavior of functions as the x value gets "infinitely close to" a given x value, to find exact values of instantaneous rates of change, derivatives. We will also find accumulated change in a function given its derivative, the idea of integration. We will start from a review of precalculus topics, without a calculator, to gain a better understanding of functions. We will then study limits, continuity, differentiation, integration, and applications in math, physics, and economics. Students will be able to, for example, find equations of tangent lines to approximate functions, find marginal cost and maximize profit, analyze motion along a line, and find areas under curves. We will take an active approach in learning Calculus. Through explorations, experimentation, and activities students will have a better intuitive understanding of calculus concepts. Students will use Ti-83 or Ti-84 calculators extensively to help them visualize functions and find solutions to problems they could not without a graphing calculator. Calculus 1 will cover many of the same topics as AP Calculus, but will not be taught at the same conceptual level, and assessments will be more book-oriented rather than focused on AP style questions. In short, Calculus 1

will provide a solid foundation for calculus in college, but is not meant to adequately prepare the student to take the AP Calculus exam.

Advanced Placement Calculus

Prerequisite: Precalculus and Application Process

In this rigorous college-level course, students will move from the finite to the infinite. AP Calculus is essentially one continuous topic, starting from an understanding of functions to limits, continuity, differentiation, integration, and applications in math, physics, and economics. For example, students will be able to find equations of tangent lines to approximate functions; find marginal cost and maximize profit; analyze motion along a line; find areas and volumes; and learn where all the formulas they learned in 5th Grade actually came from, such as the volume of a cone. The course takes an active approach in learning Calculus. Through explorations, experimentation, and activities, students will have a better intuitive understanding of calculus concepts, which they will then prove more formally. Students will use TI-83 or TI-84 calculators extensively to help them visualize functions and find solutions to problems that they could not without a graphing calculator. In the spring, students are required to take the Calculus Advanced Placement Exam. **(Estimated exam cost: \$98)**

Advanced Placement Statistics

Prerequisite: Algebra II and Application Process

More and more programs in college now require a background in statistics, and virtually anyone pursuing a graduate degree must have a course in statistics. AP Statistics is an introductory, college level course that will help students understand the world around them and make predictions based on sampling and probability. The course deals with four main areas: Exploring data (describing and interpreting data and distributions), Sampling and Experimentation—how to collect data representative of the population and how to design and carry out experiments; Probability and Simulation—using mathematical models, probability and simulation, and Statistical Inference (making predictions of populations based on samples, making statistical arguments, and testing claims using statistics). Taking a typical one-semester college course in a year in high school gives students the opportunity to do more “hands-on” statistics—experiments and simulations—than possible in college. In class we will often perform simulations, collect data, or do experiments to motivate and understand theorems and statistical procedures and results. Students’ previous algebra skills, and their concept of proof will help them understand these theorems and procedures. AP Statistics is very different from previous math courses. There is a strong reading and writing component. They must demonstrate a high level of motivation, good study and language skills, and proven mathematical ability, in order to be successful in this course. Students are required to take the AP exam in May. Those who get a 4 or 5 on the AP exam could qualify for a semester’s college credit at the discretion of university. A Ti83 or Ti84 graphing calculator is required. **(Estimated exam cost: \$98)**

PHYSICAL EDUCATION AND WELLNESS

Physical Education and Wellness Mission Statement

The mission of the Physical Education department is to inspire and cultivate optimal learning opportunities to enable our students to be competent and confident in pursuing a healthy, life-long physically active lifestyle. This will be accomplished in a positive environment that encourages good character and strong leadership qualities.

Physical Education and Wellness Transfer Goals

1. Students will make independent and responsible choices to live healthy and physically fit lives by taking part in regular and enjoyable physical activity and by making healthy food choices.
2. Students will learn to be competent and confident in many individual and team sports so they can continue their physical activity outside of Physical Education class.
3. Students will be excited about establishing and maintaining an individual fitness program, using the FITT Guidelines (Frequency-how often, Intensity-how hard, Time-how long, and the Type-what kind) that can be utilized for a lifetime.
4. Students will be trustworthy, responsible, respectful, fair, compassionate, and good citizens in real world situations.
5. Students will be able to actively analyze their physical strengths and weaknesses and independently recognize their daily skill improvements.

Physical Education and Wellness Belief Statements

In order to accomplish the mission of our department, the Maumee Valley Country Day School Physical Education teachers will provide a quality Physical Education program by:

1. Teaching and modeling the development of skills, knowledge, and confidence necessary, in order to become and remain physically active for a lifetime.
2. Maximizing participation with all students in a fun and supportive environment.
3. Teaching activities that will emphasize collaboration, communication, critical thinking, creativity, and good character.
4. Teaching a comprehensive curriculum that is guided by Ohio's Physical Education Standards and Benchmarks.
5. Encouraging continuous improvement, by providing constructive feedback and motivation to our students, so they can perform to the best of their abilities.
6. Administering ongoing assessments that are aligned with our adopted standards and curriculum.
7. Using technology to enhance the students' physical skills and physical fitness performance.

PE and Wellness Intensive Courses

Health Education

Winter Intensive

Prerequisite: None

Personal Wellness encompasses eight components in an individual's life. This course will introduce students to each of the eight components with a focus on physical, mental, emotional, social, and financial wellness. Students will gain the knowledge and skills needed to make responsible decisions and contribute to a healthy and safe society. Completion of this course is a graduation requirement generally taken by sophomore students. Note: This course meets the financial literacy requirement by the state of Ohio.

Physical Education

Spring Intensive

Prerequisite: None

The goal of this course is to start or continue your journey to lifelong health and wellness. We will build our physical strength by practicing various types of yoga, strength training, circuit training, pilates, and walking/running. This course emphasizes the understanding of the importance of leading physically active lifestyles and creating opportunities for students to take ownership of their personal fitness and physical activity. The overall goal of the program is to develop individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activities.

PE and Wellness Single Rotation Courses

Physical Education

Fall Rotation

Prerequisite: None

The goal of this course is to start or continue your journey to lifelong health and wellness. We will build our physical strength by practicing various types of yoga, strength training, circuit training, pilates, and walking/running. This course emphasizes the understanding of the importance of leading physically active lifestyles and creating opportunities for students to take ownership of their personal fitness and physical activity. The overall goal of the program is to develop individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activities.

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SCIENCE

Science Mission

The Science Department at Maumee Valley fosters an environment where students are observant of the natural world, make inquiries about their surroundings, and have the ability to analyze and reflect in light of accepted scientific research.

Science Transfer Goals:

Students will be able to:

1. Construct and revise explanations based on valid and reliable evidence obtained from a variety of sources.
2. Develop and use a model based on evidence to illustrate the relationships between systems or between components of systems.
3. Use a developed model as a tool for prediction and problem solving.
4. Plan and conduct investigations individually and collaboratively to produce data to serve as the basis for evidence that will be critically evaluated via peer analysis and feedback.

Science Belief Statements:

1. Learning science is a collaborative, experiential and active process; therefore, teachers will foster an environment where students engage in collecting, sharing and evaluating qualitative and/or quantitative data.
2. Having studied the possibilities that science makes available, students should be made aware of the ethical considerations surrounding these possibilities; therefore teachers will design class lesson plans that will include discussion of ethical issues appropriate to each course that connect with the science lessons that have been taught.
3. We believe students must learn the value of scientific integrity at an early age, therefore teachers will educate students on the importance of giving credit to other sources used to gain information and will hold students accountable for accurately giving credit to these sources in their work.
4. Critical thinking skills are necessary for students to arrive at evidence-based conclusions regarding the world around them. Therefore, teachers will design class lesson plans that build students' critical thinking skills, giving students opportunities to form conclusions, both in writing and orally, and support them with scientific evidence.

Note: Students must complete one full year (2 terms) of physical science, one full year (2 terms) of life science, and one full year (2 terms) of advanced study in Science as a requirement for graduation.

Science Intensives

Aviation

Fall Intensive

Prerequisite: Physics I

Credit Earned: Physical Science

Cost: \$900

In this intensive, we will explore and experience the history and current state of general aviation. Students will study and explore the principles of flight, aircraft controls and systems, the basics of navigation, the airport and flight environments, and best practices in flight safety. This intensive will culminate with students flying actual aircraft under the mentorship of a certified flight instructor. Due to the cost involved in aircraft rental and transportation to and from the airport, this intensive has a cost of \$900.

Science of War

Fall Intensive

Prerequisite: Algebra AND Physics I or Chemistry I

Credit Earned: General Science

Science has played a role in warfare since the first human picked up a rock and used it as a weapon. In the science of war class, we will be looking at this relationship and how it has changed weapons and warfare over the past 4000 years. Everything from simple slings to railguns and ballistic missiles will be examined from the perspective of their role in society and the actual science behind how they work. We will spend time on the physics and chemistry of many different weapons, so yes there will be math involved as well as chemistry, physics, and even some biology. Students will be building and testing weapons almost every day. These will include things such as a paperclip trebuchet, plasticware crossbow, and a tabletop Roman mangonel. There will be daily quizzes, and a research paper covering the development of a modern weapon system.

Designing Blueprints for Positive Environmental Change

Winter intensive

Prerequisite: None for World Language credit; Biology I for Science credit

Credit Earned: Life Science or World Language

Are you curious? Empathetic? A problem solver? Are you globally minded and willing to work across disciplines to find solutions to environmental challenges and promote positive change? Using data collection as well as established scientific research, students will explore environmental challenges within their community and will be tasked with educating constituents by creating a one minute video in English and/or Spanish language that will be submitted to the National Geographic Slingshot Challenge.

Forensic Science

Winter Intensive

Prerequisite: Biology I

Credit Earned: General Science

Forensic Science is a science class designed for students who are interested in the application of science (chemistry, physics, and biology) to criminal and civil laws that are enforced by agencies in the criminal justice system. Students will gain experience in the major investigative techniques used by forensic scientists and crime scene investigators and develop an understanding of the scientific concepts which serve as the basis for these techniques. Students will be taught proper collection, preservation, and methods of analysis of various samples. Topics will include fingerprinting, drugs and poison detection, and the analysis of fibers, hair, urine, glass, soil, handwriting, blood, DNA, and human remains.

Robotics

Winter Intensive

Prerequisites: None

Credit Earned: Physical Science

This intensive is modeled around the formula of the BEST-robotics competition that we enter every year. Two teams will utilize a VEX robotics kit to be driven remotely in a timed/themed competition. Participants will learn the design and engineering processes needed to fabricate a functioning robot. Each team will work on an engineering notebook, which will serve to record the engineering processes involved.

Week 1: Competition Rules, safety training and robot design

Week 2: Fabrication/prototyping

Week 3: Finalized designs and time trials.

The competition will take place during the Intensive fair.

The Science of Disasters

Spring intensive

Prerequisite: Chemistry I

Credit Earned: Physical Science

The human toll on the natural environment has, in many cases, been disastrous. In this course, students will study the science behind some of the world's most infamous man-made disasters. This course will cover a broad spectrum of disasters ranging from nuclear meltdowns and oil slicks to chemical spills and groundwater contamination. Students will examine the scientific principles behind these disasters and develop disaster models to investigate science-based remediation efforts.

Science Yearlong Courses Schedule for Both Fall and Spring Rotations

Advanced Placement Biology

Prerequisites: Biology I, Biology II, Chemistry I and Application Process

Recommended: Chemistry II.

Credit Earned: Life Science

AP Biology is a course for students interested in delving more deeply into the broad field of biology and preparing to take the AP Biology test in May. It is designed to be the equivalent of a college introductory biology course taken by biology majors during their first year. This course will delve deeply into the molecular and cellular aspects of biology. Respiration and photosynthesis, enzymes, homeostatic maintenance, molecular genetics, and gene expression will be covered. The evolutionary history of organisms is emphasized, and ecology will be reviewed. Experimental design, data accumulation and data analysis will be explored in frequent labs throughout the semester. The ability to synthesize challenging scientific concepts, analyze them, and then communicate this analysis in writing are critical skills required to be successful in this course.

This course requires an extensive time commitment. Significant independent work outside of the classroom is expected, and students may need to complete additional lab work during their free periods. Additional work over school breaks may also be required in order to cover the content required by the College Board. Students are required to take the AP exam in biology. Juniors who do well in the course may elect to take the SAT II Biology/E or SAT II Biology/M tests. **(Estimated exam cost: \$98)**

Advanced Placement Chemistry

Prerequisites: Chemistry I, Chemistry II, Algebra II and Application Process

Credit Earned: Physical Science

AP Chemistry is equivalent to a college-level, general chemistry course that provides rigorous study in four major areas: structure of matter, states of matter, chemical reactions, and descriptive chemistry. Students must be highly motivated to tackle this rigorous course. Students will develop and demonstrate a basic ability to apply mathematical solutions to problems involving atomic theory and structures, chemical bonding, nuclear chemistry, kinetic theory, solutions, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry. Evaluation will be based on homework, lab reports and tests. This course requires an extensive time commitment. Significant independent work outside of the classroom is expected, and students may need to complete additional lab work during their free periods. Additional work over school breaks may also be required in order to cover the content required by the College Board. **(Estimated exam cost: \$98)**

Advanced Placement Physics

Prerequisites Physics I, Algebra II and Application Process

Credit Earned: Physical Science

AP Physics 1 is an algebra-based, introductory, college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion), work, energy, and mechanical waves and sound. It is most appropriate for those students with a strong interest in science who plan to continue to study related sciences in college such as physics, engineering, architecture, and medicine. **(Estimated exam cost: \$98)**

Science Single Rotation Courses

Biology I

Fall or Spring Rotation

Prerequisites: None

Credit Earned: Life Science

Biology I is meant to give students a strong foundation in the core themes of life science. We begin the semester learning about the characteristics and organization of life; and then build on our knowledge by studying cell structure and function. Next we analyze patterns of interactions between populations before concluding with how these interactions result in evolution. Science skills are a focus of this introductory course, as students will be constructing their understanding by making claims based on gathered evidence, and presenting their reasoning and refining their understanding through frequent discussion and laboratory experiences. This course acts as a prerequisite for all other life science coursework.

Biology II

Fall or Spring Rotation

Prerequisites: Biology I

Credit Earned: Life Science

Biology II follows and continues from Biology I by studying patterns of inheritance, genetics, ecology and energy flow. Biology II is the continuation of content necessary to meet the criteria for entry into AP Biology as well as other higher level elective biology coursework. Science skills are a focus of this course, as students will be constructing their understanding by making claims based on gathered evidence, and presenting their reasoning and refining their understanding through frequent discussion and laboratory experiences.

Human Genetics

Fall Rotation

Prerequisites: Biology I and Chemistry I for class of 2025 and 2026; beginning with class of 2027

Biology II is also required

Credit Earned: Life Science

How do geneticists study families or populations of individuals to track a genetic disease? How do changes in the human genome lead to a specific disease phenotype? How can this genetic information be used to benefit patient populations? These are just a few of the questions that Human Genetics addresses using examples from modern understanding and practice. The course looks at patterns of inheritance before moving on to spontaneous vs. inherited cancer genetics. From there the course will look at large scale human chromosomal disorders before ending with a look at molecular genetics and genetic testing. This upper level elective science course is available to Juniors and Seniors.

Environmental Science

Fall or Spring Rotation

Prerequisites: Biology I

Credit Earned: Life Science

Students will develop a better understanding of the ecological principles of our planet to help them make intelligent, informed decisions regarding its use. During this course, students will study the natural environment, the major ecosystems, biotic and abiotic components of those ecosystems, nutrient cycles, energy flow, and population dynamics. Students will then turn to the human impact on the natural environment, including such topical issues as acid rain, the greenhouse effect, ozone depletion, resource use, the pesticide problem and endangered wildlife. Students conduct many short- and long-term lab investigations to model topics as they are considered in class.

Chemistry I

Fall or Spring Rotation

Prerequisites: Geometry or concurrent enrollment in Geometry

Credit Earned: Physical Science

Chemistry is the science that describes matter, its chemical and physical properties, the chemical and physical changes that it undergoes, and the energy changes that accompany those processes. The course begins with a study of measurement to lay the foundation for the quantitative description of matter and its interactions. During the term, we will examine both the theoretical explanations of matter from atomic theory as well as experimental work in stoichiometry and states of matter. This course will further both qualitative and quantitative understanding of concepts in chemistry through frequent laboratory work. Introduction to Chemistry is a prerequisite for many other science classes, especially advanced courses.

Chemistry II

Fall or Spring Rotation

Prerequisites: Chemistry I

Credit Earned: Physical Science

Chemistry II picks up where Chemistry I leaves off by delving into more complex processes and their applications. The course begins with stoichiometry, the process of determining how much of a substance will be made or is needed in a chemical reaction. Focusing on chemical reactions, their rates, and energetic requirements, will be discussed in detail, for both forward and backward reactions. A single type of reaction, an acid - base reaction, will be analyzed in more detail, so that students have a solid conceptual understanding of what distinguishes acids and bases.

Physics I

Fall or Spring Rotation

Prerequisites: Geometry

Credit Earned: Physical Science

This introduction to classical mechanics provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include data collection and graphical analysis of position, velocity, acceleration, forces, and gravity. Students will also develop critical thinking and problem solving skills, which will be practiced during laboratory activities and projects. With this strong conceptual foundation, students are better equipped to understand the equations and formulas of physics, and to make connections between the concepts of physics and their everyday world. Thus, Physics I is a prerequisite to several physical science courses, including AP Physics

Astronomy

Spring Rotation

Prerequisites: Completion of Physics I

Credit Earned: Physical Science

Astronomy is the scientific study of objects and phenomena in space and beyond Earth. In this course, students will learn about the principles and concepts of Astronomy from ancient times to present day and even the future. Students will further their knowledge by using scientific inquiry, designing and/or performing experiments, and engaging in activities which enhance the text material. Researching and presenting astronomy-related topics to the class will also be required.

Social Studies

Social Studies Mission Statement

An MVCDS graduate will be able to draw on foundational knowledge in history, geography, economics, civics, and culture to understand current events and their historical underpinnings. They will ask questions, problem-solve, and engage in civil discourse for the ethical stewardship of our democracy and our world. In their exploration, students will fluidly and analytically employ diverse sources, conveying their conclusions in a variety of ways.

Social Studies Transfer Goals

MVCDS Social Studies students will:

- Demonstrate the knowledge and attitudes necessary to be active, empathetic participants in a democracy and in the world.
- Collaborate and problem-solve in a civil, productive manner.
- Understand the importance of civil, informed discourse in the process of democracy.
- Locate, evaluate, and synthesize information from a variety of sources.
- Formulate well-reasoned positions, consistent with basic democratic, social, and political values.
- Demonstrate sensitivity to cultural similarities and differences, and a commitment to social responsibility.
- Understand the role of the past in shaping the present, while recognizing that creating a sustainable future might involve innovative approaches to problem-solving.

Social Studies Belief Statements

MVCDS Social Studies teachers will:

- Provide opportunities for inquiry-based learning, allowing students to construct knowledge that they can apply to new situations.
- Create an atmosphere of mutual respect in which students consider the ethical dimensions of topics, and develop well-reasoned support for their opinions.
- Model open-mindedness, responsible citizenship, and cultural sensitivity.
- Teach students to think critically and make value-based decisions.
- Emphasize depth over breadth in content to enable students to formulate concepts that they can apply to new information.
- Develop meaningful activities that call for students to solve significant human issues.
- Provide multiple sources from various points of view, teaching students to analyze and compare these views.
- Provide opportunities for students to express understanding in a variety of formats that address different learning styles.

The Social Studies Department is dedicated to giving students an understanding of Social Studies as a discipline through an inquiry-based approach. This includes comprehension of fundamental social science concepts as employed by the historian, and the ability to use basic historical techniques, to weigh evidence, to interpret and to generalize, to perceive relationships, to make comparisons and contrasts, and to make and apply historical judgments and hypotheses.

Social Studies Intensive Courses

Comparative Religion

Fall Intensive

Prerequisite: Evolution of Human Thought or English Foundations: Writers and Readers

This course focuses on religion in the modern world. We start by drawing on guest speakers from Toledo's religious communities to explore the beliefs and practices that contribute to religious diversity in the United States. We examine competing arguments about the future of religion, including recent Supreme Court decisions that deal with religious freedom and its relationship to other legal rights. Along the way, we explore questions that confront every society that values religious freedom and a separation between church and state: What is the relationship between reason and faith? How should religious convictions inform politics? Can different religious groups unite under a common national identity? By exploring competing approaches to these questions, students will develop a framework for thinking about the nature of religious pluralism in a democratic society. Writing, reading, and discussion figure heavily in this course.

Problems in Philosophy

Winter Intensive

Prerequisite: Evolution of Human Thought or English Foundations: Writers and Readers

This course explores current competing approaches to several classic problems in philosophy. We draw on guest speakers to explore five related topics: Do we have free will? What are the foundations of knowledge? What is the relationship between mind and body? Can a person survive the loss of their body and brain? Do life and death have meaning? Each question is paired with one or more current debates in law, medicine, or technology. Students will lead discussions, interview guest speakers, construct and defend their own arguments, and undertake a final project that presents a puzzle or problem in philosophy to the wider community. Writing, reading, and discussion figure heavily in this course.

The Real World, Now: Human Geography

Winter Intensive

Prerequisite: Evolution of Human Thought or English Foundations: Writers and Readers

This is a social studies course for map lovers, data geeks, and students who are curious about the broad forces influencing people throughout the world. Through simulations, hands-on activities, and various models, we'll piece together a picture of humanity using various measures, from gender equality to press freedom to hospital bed density. We'll look at the forces behind culture and its diffusion, as well as forces that shape economies, the modern nation state, and population movements. Students will apply what they learn by taking up one major world issue and analyzing it using the tools they've learned.

Civil Rights: America's Journey

Spring Intensive

Prerequisite: None

In this course, students will embark on a journey through America's complex history of civil rights, exploring pivotal events, influential figures, and significant milestones that have shaped the nation's pursuit of equality and justice. Through a multidisciplinary approach, students will gain a comprehensive understanding of the struggles, triumphs, and ongoing challenges surrounding civil rights in the United States. In addition to understanding past struggles, students will also explore contemporary civil rights issues. Ultimately, this course aims to empower students to become informed and engaged citizens, equipped with historical knowledge, empathy, and a commitment to promoting equality and justice in their communities and beyond.

The Medieval World

Spring Intensive

Prerequisite: Evolution of Human Thought or English Foundations: Writers and Readers

This course will examine European history from the fall of the Roman Empire up to the beginning of the Renaissance. The social, cultural, political, and economic issues facing Europe and the near East after the fall of Rome will be examined. The rise of feudalism in Europe, and the role that the church played in the lives of everyone from peasant to king will be studied. We will cover topics from the rise of Christianity and Islam, to the Crusades, to the Germanic successor states, to the Carolingian Empire. The Vikings, the Mongols, the Moors, and more will all feature a role in this course.

Social Studies Yearlong Courses Schedule for Both Fall and Spring Rotations

Advanced Placement United States History

Prerequisites: Evolution of Human Thought, Globalization, and Application Process

Fulfills the same graduation credit as American History & Government

The purpose of the Advanced Placement United States History course is to acquaint students with the ideas, events, values, conflicts, and achievements of the United States, from its earliest beginnings to the modern period. This course is to be viewed not as an end – not as the last course in American history you will ever take – but rather as a beginning – your first detailed look at the people and ideas that have shaped this nation. Classes consist of teacher and student-led lessons, discussions, and analyses of reading; in-class projects and activities; audio-visual materials; writing assignments; and a variety of other historical activities. Facts, names, and events are important, but they are not the sum total of history. This course is designed to move beyond that to look at other issues. The reading load is significant, and students must be motivated to keep up with the workload. **(Estimated exam cost: \$98)**

American History & Government

Prerequisites: Evolution of Human Thought and Globalization

This course explores the historical and political foundations of the United States, with a special focus on current events. We start by examining competing narratives of the colonial era with the goal of understanding how written history arises from incomplete primary sources, and how the role of past events in historical consciousness changes over time. We then explore how different regional narratives fused in a national consciousness during the Revolutionary Era, and how the U.S. Constitution reflects a series of compromises that gave structure to the new nation. Further topics include the causes of the Civil War, the competing forces that shaped Reconstruction, the unresolved economic questions of the Progressive Era and New Deal, the national debates over American imperialism and growth of American power, and the legacies of the Civil Rights Era and Cold War. Assessments include several projects and presentations, a series of class discussions and debates, and a fall and spring response paper portfolio.

Social Studies Single Rotation Courses

Globalization

Fall or Spring Rotation

Prerequisite: Evolution of Human Thought or English Foundations: Writers and Readers

Whether or not you agree with Thomas Friedman that “the world is flat,” we certainly live in a world where the actions of one country send ripple effects throughout the world. What is our responsibility to other countries, and what should we expect in return? This question will drive our explorations on the topic of globalization. Beginning with the Americas, we will analyze technological and cultural shifts that have led to globalization, its key players, as well as the political, cultural, environmental, and financial implications of globalization. Students will examine major historic events, agreements guiding international political and financial cooperation, study current events pertaining to course themes, and learn how to analyze key issues and identify the underlying values of their views. Major assessments include projects, tests, and research.

Economics

Fall Rotation

Prerequisite: Algebra I & Evolution of Human Thought or English Foundations: Writers and Readers

Economics is the social science that deals with the production, distribution, and consumption of goods and services; it has also been called the “dismal science” for its traditionally boring approach to what should be an interesting and vital part of our lives. This course will take a real-world approach to economics, using enough theory to understand why gasoline prices fluctuate as they do, how profit drives music industry decisions, why the cost of college has outrun inflation for decades, and whether baseball players are actually paid too much. We will cover such topics as how markets work, the relationship between business and labor, the role of the government in the economy, banks and the stock market, unemployment and inflation, and the global economy. The focus is on combining readings with projects and simulations to understand the concepts that drive the economy in the world.

Propaganda Studies

Fall Rotation

Prerequisite: English III or English Foundations: The Analytical Mind

This course examines the nature of propaganda and persuasion, with special attention to 20th and 21st century political trends. We start by discussing the psychology of belief in order to explain the success of common propaganda techniques. Next we examine the role of propaganda in politics, with special attention to the rise of dictatorships and legal challenges to free speech. This segment of the course draws on a variety of historical texts, including film, speech, and memoir. In the third part of the course students break into teams to compete against each other by creating their own propaganda campaigns, asking as they go whether the manipulative techniques of mass persuasion can be justified if the propagandist uses them for a good end. Students will explore ways they themselves create, pass on, and are targeted by various forms of persuasive messaging and will debate the role of truth and honesty in their own speech and writing. This course may be taken for English or Social Studies credit.

World Wars

Fall Rotation

Prerequisite: Globalization

This class will study the political, economic, social and cultural developments which led to the outbreak of World War 1. We will look at the war itself, and how the consequences of World War 1 caused World War 2. The Depression, the rise of totalitarian regimes, and the unwillingness of nations to prevent German and Japanese expansion will all be discussed. Finally, we will look at WW2, and examine how and why the war was fought the way it was. How the war ended, and the lead-in to the Cold War will end the course.

Cold War

Spring Rotation

Prerequisite: Globalization

This course will examine the different eras of the Cold War, and how recent research has impacted our historical understanding of this complex conflict. Our investigation will use a great deal of primary source documents and student led discussion. Students will be comparing the historiography of the time of the Cold War to recent research that has been made available post-Soviet Collapse.

International Relations

Spring Rotation

Prerequisite: Globalization

The dynamics of international relations change constantly. Pictures of students facing down their own government's tanks in Tiananmen Square have been replaced by images of counter terrorist operations in the Middle East. What are the historical and political causes of regional instability suggested in these

images, and what can they tell us about our changing world order? Is the nation-state still the traditional power center of the international system in a world increasingly affected by globalization and humanitarian crises? How does the transnational flow of people, goods, and ideas shape some of the most pressing issues of today, such as state security and sovereignty? Students address these and other questions as they examine various geopolitical theories and the methodologies scholars use to understand and analyze world events. This course covers both the theoretical and the real world underpinning of international relations. Students learn how different actors, populations, regions, and global organizations relate to and affect one another. In addition, they examine issues such as culture, religion, environment, and technology alongside history, government, and economics. By exploring the interactions of these variables, students think critically about the complex forces that shape our world. Students will engage in debates, and run simulations to see how they would do as leaders of nations in the world today.

Political Rhetoric

Spring Rotation

Prerequisite: English III or English Foundations: The Analytical Mind

This course explores questions about justice, liberty, authority, and power that lie at the heart of current political debates. We take up these questions through several classic texts whose arguments continue to shape modern political thought, including Plato's Dialogues, Machiavelli's *The Prince*, Hobbes's *Leviathan*, Marx & Engels's *The Communist Manifesto*, and Shakespeare's political tragedy *Coriolanus*. Along the way, students draw on the arguments and ideas of these texts to create, present, and critique their own political rhetoric about current events. Topics include elections, economic policy, protest, speech, political polarization, and more. This course may be taken for English or Social Studies credit.

WORLD LANGUAGES

World Languages Department Mission Statement

The mission of the World Languages Department is to educate students to become proficient in communication and informed global citizens, by promoting linguistic competence and providing critical insights into world cultures.

World Language Transfer Goals

Students will:

- Communicate in languages other than English.
- Gain knowledge and understanding of other cultures.
- Develop insight into the nature of language and culture.
- Connect with other disciplines.
- Participate in multilingual communities at home and around the world.

The Department of World Languages provides sound instruction in the four language acquisition skills: listening, speaking, reading, and writing. Students develop an enthusiasm for language learning and an understanding and appreciation of the world, in order to become confident and culturally aware global citizens.

Students must successfully complete at least two years of one world language in the Upper School in order to graduate. Able and interested students are strongly encouraged to pursue language studies throughout their tenure at Maumee Valley and consider applying for the Ohio Seal of Biliteracy. Students who choose to pursue the Global Leadership Program Certificate must complete three years of language study. Students new to the school will be placed in sections in accordance with their past record, placement testing, and departmental recommendation.

World Languages Intensive Courses

Designing Blueprints for Positive Environmental Change

Winter Intensive

Prerequisite: None for World Language credit; Biology I for Science credit

Credit Earned: Life Science or World Language

Are you curious? Empathetic? A problem solver? Are you globally minded and willing to work across disciplines to find solutions to environmental challenges and promote positive change? Through participation in the National Geographic SlingShot Challenge, students will research and learn about an environmental topic of their choice by accessing new disciplines and developing domain-specific vocabulary. Using data collection as well as established scientific research, students will explore environmental challenges within their community and will be tasked with educating constituents by creating a one minute video in Spanish that will be submitted to the National Geographic Slingshot Challenge. Depending on your Spanish level, the initial research might need to be completed in English while the video submission will be in Spanish.

GLP Intensive: Scandinavian Cultural Studies & Geometry in Architecture

Spring Intensive

Prerequisite: None

Credit Earned: Mathematics or World Language

Estimated cost: \$4,500-4,800 (A deposit of \$500 will be due on July, 15th 2024 for all travelers)

Students seeking World Language credit for this intensive will explore a variety of different aspects of culture, including language, music, cuisine, art, religion, customs, traditions, etc. They'll also learn to discern the difference between surface and deep culture, and they will be able to articulate how language, stories, folk tales, music, media and artistic creations represent culture. This course includes travel to various Scandinavian countries including Norway, Denmark, and Sweden, and a 4+/- day homestay with families and students from our sister school in Sala, Sweden. The travel portion of the intensive will last about 12 days. Students will choose a topic of interest to research and explore both on campus and during our travels, and will conduct interviews with local citizens to gain further insight, as well as keep a daily journal to reflect on their experiences. GLP members, as well as upperclassmen, will be considered first during enrollment. However, non-GLP members and rising freshmen can still express interest by including this option on their registration form (along with some back-up options).

Spain's Tapestry: Unveiling Art, Culture & History

Spring Intensive

Prerequisite: None

Credit Earned: Fine Arts or World Language

Estimated cost: \$4,500-5,500 (A deposit of \$500 will be due on July, 15, 2024 for all travelers)

How does art serve as a primary source document for the time period in which it is created? Explore the interconnected nature of art, history, and culture as you travel through southern Spain. This course will

give students the opportunity to explore and experience first hand Spain's rich cultural and artistic tapestry. From the Romans to the Byzantines, to the impact that seven centuries of Moorish rule had in Spain, students will learn to distinguish the various styles and periods found in the Andalusian region. By analyzing paintings, sculptures, and architecture students will gain a deep understanding of the many cultures that once called the Iberian Peninsula their home and that shaped Spanish art and history. Students pursuing World Language credit, will use the target language to learn, discuss and reflect about the impact of Spain's history in its artistic expressions. Through the analysis of primary sources, we will also assess how history has shaped and defined Spain's artistic and cultural identity. The travel portion of the Intensive will last 10-12 days.

World Languages Year Long Courses Schedule for Both Fall and Spring Rotations

Chinese I

Prerequisite: None

This course in Mandarin Chinese is an introduction to basic communication skills, grammar, and culture and is open to any non-native speaking students. Chinese characters are used extensively and are accompanied by Pinyin, which acts as a guide to pronunciation. Pinyin is gradually omitted as students become familiar with characters and vocabulary. Classwork involves communicative activities, dialogues, music, and paired/group practice. A variety of materials is used to reinforce language skills. Upon completing this course, students should be able to conduct short conversations with another speaker on a general subject (name, age, place of residence, likes and dislikes, sports, food, and family members). The students who have successfully completed the Chinese I course are expected to reach the Novice Mid to Novice High level, according to the ACTFL Proficiency Guidelines.

Chinese II

Prerequisite: Chinese I

This Mandarin Chinese course is open to non-native speaking students who have completed Chinese I or those who pass a competency test. This course is a continuation of Chinese I with the same techniques and goals - to increase oral proficiency in situational conversations. Students learn more complex sentence structures, read simple articles, and write short compositions. Pinyin is gradually omitted as students become familiar with characters and vocabulary. Cultural aspects of the language are emphasized through video programs and projects. Upon completing this course, students should be able to speak on topics within the range of their experiences, including their daily routine, clothing, shopping, eating at a restaurant, and the weather. The students who have successfully completed the Chinese II course are expected to reach the Novice High to Intermediate Low level, according to the ACTFL Proficiency Guidelines.

Chinese III

Prerequisite: Chinese II

This Mandarin Chinese course is open to non-native-speaking students who have completed Chinese II or to students who pass a competency test. This course builds on Chinese II, allowing students to review the basic skills to improve oral and written proficiency. Students learn more complex sentence structures and expressions. In addition to the introductory textbook, students start to read more extensively on various topics. After eight lessons, students should be able to talk and write about their school lives, leisure lives, health conditions, and traveling. The students who have successfully completed the Chinese III course are expected to reach the Intermediate Low to Intermediate Mid-level according to the ACTFL Proficiency Guidelines.

Chinese IV

Prerequisite: Chinese III

This Mandarin Chinese course is open to non-native-speaking students who have completed Chinese III or to students who pass a competency test. The course includes frequent oral presentations and daily, spontaneous conversations about various aspects of modern Chinese culture and life. Reading and discussing Chinese articles and news, as well as ample practice in speaking Chinese in a variety of functional, everyday situations, allow students to expand their vocabulary and solidify previously learned grammatical structures. Selections of Chinese videos and movies are used to reinforce the knowledge and understanding of Chinese culture the students have learned in class. Upon completing this course, students should be able to talk and write about holiday activities, personalities, computers, the internet, email, environmental issues, part-time jobs, and social issues. The students who have successfully completed Chinese IV are expected to reach the Intermediate Mid to Intermediate High level according to the ACTFL Proficiency Guidelines.

ESOL

Grades 9-12 by placement

This course will focus on various aspects of English language acquisition to help our English Language Learners (ELLs) be successful in their content area classes and beyond. Students will continue to develop strategies and techniques for their writing, reading, listening, speaking, vocabulary, and grammar skills, in order to be full participants in a multicultural and multilingual society. This class is open to our non-native English speakers by placement.

Spanish I

Prerequisite: None

This introductory course is designed to expose students to the language and cultures of the Spanish-speaking world. Students will develop basic proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. In structured and contextualized situations, students will ask and answer simple questions as they learn to communicate about

themselves, their families, their friends, and the world around them. Students will respond to written prompts about their daily lives and responsibilities. Spanish will be used as much as possible during classroom instruction. Upon completion of this course, students should be able to communicate orally and in written form on very familiar topics, using a variety of words and phrases that have been practiced and memorized; present information about themselves, others, and various familiar topics; write short messages on familiar topics; and infer the main idea after reading authentic texts. At the end of Spanish I, students are expected to reach the Novice 4 level according to the ACTFL Proficiency Guidelines.

Spanish II

Prerequisites: Spanish I or students who pass a competency test

Spanish II continues the students' study of essential grammar and vocabulary. The aim of this course is to develop higher proficiency in the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will continue to participate in extensive oral grammar and pronunciation activities, and participate in simple conversations to improve oral proficiency. Upon completion of this course, students should be able to ask and answer questions, and write about topics within the range of their experiences, including the expression of personal opinions or ideas; and talk about basic cultural similarities and differences between the United States and Spanish-speaking countries. Readings, conversations, and music will facilitate our understanding of the language. At the end of the year, students will have a deeper understanding of the language and culture of Spanish-speaking countries. Students are expected to reach the Intermediate 2 level according to the ACTFL Proficiency Guidelines.

Spanish III

Prerequisites: Spanish II or students who pass a competency test

This course provides students with opportunities to further develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students learn about culture through the use of authentic materials that are representative of the Spanish-speaking world. The focus continues to be on self, family, and the community. By the end of the course, students should be able to participate in oral and written exchanges on a variety of familiar topics, using familiar vocabulary and learned grammatical structures; present in written and oral form on a variety of familiar topics, using the vocabulary and the grammatical structures learned; and relate information acquired from authentic resources to their own perspectives and experiences. At the end of Spanish III, students are expected to reach the Intermediate 3/4 level according to the ACTFL Proficiency Guidelines.

Spanish IV

Prerequisites: Spanish III and Department Approval, or students who passed a competency test

In Spanish IV, students will continue developing higher proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will engage in increasingly complex grammar, vocabulary and pronunciation activities, and participate in conversations to improve oral proficiency. Upon completion of this course, students should be able to: speak Spanish with the facility necessary to participate in conversations about themselves, their immediate surroundings, and

their community; support opinions; write organized compositions on chosen topics, and demonstrate some knowledge of geographical, religious, artistic, and economic aspects of Hispanic culture, based upon class materials. Spanish IV readings and media will be selected by the instructor and may vary from year to year. At the end of Spanish IV, students are expected to reach the Intermediate 5 level according to the ACTFL Proficiency Guidelines.

Advanced Topics in Spanish I

Prerequisites: Spanish IV, Spanish V, or AP Spanish Language and Culture and Department Approval, or students who passed a competency test

The course provides students with opportunities to further develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. It will continue to promote the acquisition of Spanish and the development of cultural understanding of the varied groups of people who share Spanish as a common language. By the end of the course, students will be able to engage with the language, through different modes of communication, to analyze information, exchange and support their opinions and perspectives, and present information on a variety of topics. This course can help students prepare to succeed in the AP Spanish Language and Culture class or serve as a culminating capstone to their Spanish high school journey.

AP Spanish Language and Culture

Prerequisites: Spanish IV and Intermediate 5 in all modes of communication in the AAPPL test.

This course is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical and communicative skills. The AP Spanish Language and Culture course prepares students for the College Board's AP Spanish Language and Culture exam. It uses the three modes of communication (interpersonal, interpretive and presentational) as defined in the Standards for Foreign Language Learning in the 21st Century. The course teaches language structures in context and focuses on the development of fluency and accuracy to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. By the end of the course, students will be able to engage in conversation to analyze information; exchange and support their opinions and perspectives on a variety of topics; and write a cohesive and coherent persuasive essay in reaction to a variety of sources with appropriate control of grammar and syntax. Significant independent work outside of the classroom should be expected and might also be required over breaks in order to cover the content required by the College Board. In the spring, students are required to take the Spanish Language and Culture Advanced Placement Examination. **(Estimated exam cost: \$98)**

INTENSIVE OFFERINGS 2024-2025

Intensive Offerings 2024-2025		
Fall Intensive	Winter Intensive	Spring Intensive
Dystopian Literature (E)	Turning the Key: The Madwoman in the Attic (E)	Hip-hop and Language (E)
Women in Literature (E)	Advocacy Writing (E)	Young Adult Literature (E)
Rehearsals & Performances (FA)	Show Choir (FA)	Digital Photography (FA)
Multimedia Arts (FA)	Mixed Media (FA)	Percussion (FA)
MV BBQ (Math)	The Art of Film: Animation (FA)	*Spain's Tapestry: Unveiling Art, Culture & History (FA/WL)
Aviation (S)	Statistics in Sports (M)	*GLP Intensive: Scandinavian Cultural Studies & Geometry in Architecture (M/WL)
Science of War (S)	Robotics (S)	Gaming Concepts (M)
Comparative Religion (SS)	Forensic Science (S)	Science of Disasters (S)
Introduction to MV #HawkNation (for new students)	Designing Blueprints for Environmental Change (S/WL)	Civil Rights: America's Journey (SS)
	The Real World, Now (SS)	The Medieval World (SS)
	Problems in Philosophy (SS)	Physical Education (O)
	Health (O)	
Independent Study	Independent Study	Independent Study

Credit Key	
E = English FA = Fine Art M = Math O = Other (Elective, Health, PE)	S = Science SS = Social Studies WL = World Language * Denotes Travel

EARNING CREDIT

In terms of ways students earn credit toward graduation, Maumee Valley Country Day School will clearly continue to provide credit through classes offered at Maumee Valley and taught by Maumee Valley teachers. We anticipate that the vast majority of our students will continue to accrue credit this way.

Yet, MVCDS seeks to broaden the scope of curricular options available to students, increase the depth of study possible for a particular subject, and allow tailoring of learning time and conditions. This flexibility provides ways in which aspects of learning can be customized around student interests and needs, which is directly in line with the personal aspect of a Maumee Valley education. Credit flexibility is intended to motivate and increase student learning by allowing:

- Access to more learning resources, especially real-world experiences;
- Customization around individual student needs; and
- Use of multiple measures of learning, especially those where students demonstrate what they know and can do, apply learning, or document performance.

So, Maumee Valley students may earn credit in the following ways:

- Independent Studies
- Physical Education Waiver
- Constellation Learning (during the MV school year)

The following pages will describe each of these three options further.

INDEPENDENT STUDY GUIDELINES

Students may develop a plan for pursuing an independent study. The MV Independent Study Program has evolved from the MV tradition of Winterim Independent Studies. Students may indicate their intention to take an independent study when they sign up for classes. However, students must submit an independent study preliminary form, and gain approval, prior to the term in which the independent study is to take place. Students who do not earn approval for their independent studies prior to the stated deadlines will need to sign up for an intensive class instead. Independent studies are typically approved for general elective credit. However, students may petition to design independent studies that must be approved for departmental credit before the start of the intensive. Independent studies are generally appropriate for sophomores, juniors, and seniors. As a general rule, students should pursue no more than four independent studies in their final three years of high school, and no more than two in any given year. All students are encouraged to complete at least one independent study prior to graduation.

Independent Study Process

1. The student discusses with their advisor and parents their independent study ideas and plans.
2. The student notes their intention to pursue an independent study on their course sign-up form. Once a student has declared their intent to pursue an independent study, they will get access to all necessary forms.
3. The student submits an independent study proposal form (with their advisor, parent, and sponsor approval) to their advisor by the preliminary deadline.
4. The advisor reviews the student's independent study proposal with the student and submits the proposal to the independent studies committee.
5. Proposals will be reviewed and approved by the independent study committee and the appropriate department, if necessary.
6. The student revises and submits their final proposal to the independent study committee by the final approval deadline.
7. In addition to an off-campus sponsor (identified by the student), each student will be assigned an on-campus mentor who will monitor the progress of the independent study as it occurs.
8. Grades for independent studies will be determined by the quality and depth of learning as demonstrated in the work, blog entries, presentations, and products created by the student; the feedback from the sponsor and on-campus mentor; and the assessment of the department for which credit is sought.

Fall Intensive 2024 Independent Study Deadlines

Preliminary form due to advisors: April 5, 2024

Advisors submit forms to committee: April 19, 2024

Revised goals due to committee: May 3, 2024

Final form due to committee: May 10, 2024

Winter and Spring Independent Study deadlines for the 2024-2025 school year will be announced in Fall 2024

PHYSICAL EDUCATION WAIVER

State of Ohio statute permits students who participate in Maumee Valley Country Day School interscholastic athletics (including cheerleading) to “opt-out” of state required Physical Education (P.E.) courses if they meet specific eligibility requirements set by Maumee Valley. Students who participate in **three full seasons** of MVCDS varsity or junior varsity athletics, including cheerleading, **over at least two academic years** may opt-out of MVCDS P.E. classes.

In addition to fulfilling the three full season requirement, the following guidelines will apply:

- Students must complete a Maumee Valley Country Day School Physical Education Waiver Application form (available in the US Office) for each sport season they wish to apply toward the P.E. Waiver:
 - Fall Sports: Within two weeks after the start of school.
 - Winter Sports: Within two weeks after the start of the winter sports season.
 - Spring Sports: Within two weeks after the start of the spring sports season.
- No credit will be issued and no letter grade will be received.
- The P.E. Waiver option may not be used in combination with Physical Education (P.E.) credit or other Flex Credit option to satisfy the total 1 credit MVCDS P.E. requirement. In other words, a student may not take a semester of PE and then complete the P.E. requirement by playing interscholastic athletics. This is a State stipulation.
- Students who have completed part of their P.E. credit by taking P.E. courses are strongly encouraged to continue taking P.E. to complete the P.E. requirement.
- Upon completion of each athletic season, the athletic director will verify that each student has completed the season in its entirety.
- Should a student be cut from the team, or quit the team, for ANY reason and thus not complete the season, he or she may not count that season toward the P.E. requirement.
- Should a student become injured and not complete the entire season, he or she must find an alternate way to satisfy the P.E. requirement.

Maintaining Records and Reporting to the State

The Physical Education Department Chair and Upper School Registrar will maintain records of students who “opt-out” of P.E. classes and fulfill the State and MVCDS requirements, by utilizing the P.E. Waiver option. All records will be available and reported to the State whenever the State seeks them.

CONSTELLATION LEARNING

Maumee Valley has partnered with Constellation Learning, an online learning consortium co-founded by the former directors of the HLC. Through our partnership with Constellation Learning, we will continue to offer a variety of online courses that complement and enhance our MV curriculum during our school year.

Constellation Learning features small classes (maximum of 17 students) that allow students and teachers to interact and develop the type of relationship that we value in our on-campus classes. Each of the online instructors has received training and is an experienced teacher. Constellation Learning offers exciting online course options that can extend and enrich a student's high school experience by complementing and enhancing courses currently offered at Maumee Valley.

Each course is fully online, and does not meet in a classroom during the school day. Students are responsible to independently schedule time to log on to their course site on the computer and complete work. When live meeting times are required with the teacher for lectures and discussions, or with peers for collaboration, students and teachers will collectively decide on mutually agreeable times.

Year-long and semester courses are offered each year, and include Advanced Placement and elective options. Starting in 2024, we will not have a summer term with Constellation Learning. Enrollment into courses held during the fall and spring terms will be done through the Upper School office. Students may take no more than two Constellation Learning courses per rotation. Classes taken through Constellation Learning in the fall and spring terms will be documented on the MV transcript and included in the GPA calculation.

Maumee Valley will cover the membership expense for Constellation Learning, and students may enroll in an online course for an additional fee: \$500 for semester courses and \$1,000 for full-year courses. Online course fees are billed to student accounts.

The full listing of Constellation Learning course offerings for the 2024-2025 academic year will be posted at a later date.

SPECIAL PROGRAMS

Special programs are designed to supplement and enrich curriculum and support the needs of the Maumee Valley community. These programs may be available during and after normal school hours, as well as during the summer months. Special programs include:

Global Leadership Program Certificate

The Global Leadership Program fosters the development of compassionate, aware global citizens, while building skills in leadership, communication, and civic action.

The Global Leadership Program offers us a way to recognize students who embrace opportunities to learn more about world issues and events, make connections across borders, dedicate themselves to service, and have made a strong commitment to preparing themselves to live in a globalized world. Students will investigate a different global topic each year, educate each other and the MVCDS community on the topic, and then take action locally and globally.

1. A student who completes the GLP certificate will be:

- culturally aware.
- driven to action.
- a leader in a variety of settings.
- empathetic to the needs and injustices faced by other cultures.
- dedicated to serving others.
- passionate in their desire to understand a variety of cultures.
- conversant with a variety of global issues.
- competent in one or more world language.

2. Students may enroll in the program at any time during their freshman or sophomore year, however, it is strongly suggested that students enroll as early as possible to allow for a greater amount of time and more flexibility in meeting the requirements of the program. Interested juniors should consult with the GLP Co-Directors to plan a viable path toward certification (if certification is desired).

GLP Certificate Requirements by Graduation:

1. Academic Requirements:

- Three credits of a world language (including intensives).
- Three and a half credits of social studies (including electives and intensives).
- One globally relevant intensive.

Choose two or more of these suggested GLP-relevant classes (several count towards the social studies or world language requirement):

- Applied Ethics
- Cold War
- Comparative Religion
- Cultural Anthropology
- Ecology of the Maumee River Watershed
- Economics
- Environmental Science
- History of the Rest of Us: Neglected Narratives
- International Relations
- Political Rhetoric
- Problems in Philosophy
- Propaganda Studies
- The Real World, Now: Human Geography
- World Wars
- Social Issues in Latin America
- A Survey of Hispanic Cultures
- World Cultures
- Global Public Service Academy

2. Other Requirements:

- Take a leadership role on a GLP committee or on Issue Day.
- Attendance at speaker series events (at least two per year).
- Participate in five hours or more of theme-related community service each year.
- Choose at least one of these suggested GLP relevant activities to get involved with:
 - Involvement in the Dayal House (possible examples: organize an off campus activity for residents, work with students at study tables at least once a week)
 - MUN
 - Foreign Language Club (create one and organize activities)
 - Hosting an International Student
 - International intensive
 - GLP theme-related book clubs/book talks
 - International exchange year/semester

EXTRACURRICULAR ACTIVITIES

Maumee Valley encourages student participation in extracurricular activities. The challenging curriculum, student-centered school life, and supportive community inspire and equip students for a lifetime of learning. Recognizing that learning happens outside, as well as inside, the classroom, a wide variety of extracurricular activities are offered to students. These extracurricular activities do not receive a letter grade or credit.

A hallmark of the Maumee Valley Upper School is the high level of student engagement and ownership. We expect students to provide the vision and leadership of these activities. This list is representative of our offerings. Students are encouraged to reach out to the US Division Head or the Student Council Co-Presidents with other ideas.

CAMPUS CLUBS

Announcements Club
Art Club
Chinese Club
Cinema Club
Computer Science Club
Dance Team
Environmentalists' Club
Future Business Leaders of America
Gender Sexuality Alliance (GSA)
GLP
Indian Student Association (ISA)
Investment Club
Latin American Student Organization (LASO)
Maumee Valley Young Entrepreneurs
Mock Trial
Muslim Student Association (MSA)
Neurodivergent Student Alliance
PEP Club
Philosophy Club
Writing Club
Youth Outreach

ACADEMIC COMPETITIONS/ACTIVITIES

American Math Council
Math Madness
Model United Nations
Quiz Bowl
Robotics
Speech and Debate
Valley Voice (student newspaper)
Weathervane (Yearbook)

STUDENT COUNCIL/GOVERNMENT EVENTS/ACTIVITIES

All School Assemblies
Spotlights
Coffee Houses
School Dances
Homecoming Events
All School Prom