2025-2026

For Rising 9th through 12th Grades

Course Registration Workbook

MONTGOMERY BELL ACADEMY

Course Registration Workbook

This guide to planning a student's course of study at Montgomery Bell Academy is published annually. It reflects the most recent policies and graduation requirements along with the most current information on available courses. To complete this workbook successfully, the student should consult with his advisor and teachers.

Parental involvement is essential to a successful registration process.

Students are strongly urged to review information regarding graduation requirements carefully. An understanding of those requirements, choices, and electives will provide a good basis for planning their immediate and future choices. They should pay particular attention to any prerequisites and departmental approvals where indicated. In addition, students choosing courses that have only one or two sections scheduled per day (i.e. some Honors and AP courses) should also select an alternate course in case it is not possible to create a schedule that accommodates all their choices.

While the advisor should be the primary contact in consultations regarding course selection, parents and students are reminded that teachers, department chairs, college counselors, the Academic Dean, and the Registrar are also available to provide assistance.

The following time table outlines the registration process. Please adhere to all deadlines. After the February deadline, course changes will still be allowed with departmental approval.

2025 REGISTRATION TIME TABLE	
January 9, 2025	Parents Curriculum Information Night (6:00 p.m., Pfeffer Lecture Hall)
January 10, 2025	Course registration workbooks and course level recommendation forms are distributed to students in advisory.
January 10-27, 2025	Students should have course recommendation forms filled out by their teachers (see next page) and confer with parents and advisors on course selection, using this workbook and the summary worksheet at the end of it.
January 27, 2025	Last day for students to submit course selections to their advisors. A parent signature is required on the summary worksheet.
January 27-31, 2025	Advisors (8th grade-11th grade) will enter electronic course requests on Scholar and submit both the summary worksheet and the course recommendation form for each student to the Registrar.
February 10, 2025	A report of students' course requests are distributed during advisory. These lists (one for each semester) should be checked for accuracy and signed by the student, a parent/guardian, and the student's advisor.
February 18, 2025	Last day for students to submit signed course requests report to their advisors. Advisors will submit this report to the Registrar.

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Course Level Approval – Recommendation Forms

To help ensure that appropriate course level selections are made (i.e. regular, Honors, or AP), each student will be given a course recommendation form in the first week of school in January that will list all course options in every department for the grade they will be entering. They will need to have their current teachers initial the form next to which courses, or which level of courses, they are recommended for in the following year*. Once all teachers have done so, the form should be returned to the student's advisor.

Students who wish to take a course their current teacher is not recommending them for should see the relevant Department Chair to seek their approval.

More detailed instructions about this process will be provided on the form distributed to students.

*Please note that for a handful of elective courses, students will need initials from multiple teachers. Such courses will be indicated on the course recommendation form.

AP Exam Fees

When choosing to sign up for an AP course, students and parents should keep in mind that MBA requires all those who enroll in AP courses to take the relevant AP exams the following May. Registration for these exams occurs by mid-November.

Each exam that a student will take requires payment of a fee, which is typically collected in January prior to the exam. These fees are charged by the College Board for the exam materials – the proceeds do not go to MBA. If you have questions about these, please get in touch with the Academic Dean or the College Counseling Office.

A Quick Guide to Using This Workbook

You will need an understanding of MBA's graduation requirements as well as a working knowledge of the high school courses you have completed.

Twenty-one total credits (as a minimum) are required for graduation with one credit awarded for a full year of study and ½ credit awarded for completing a semester course. Normally, credits accrue for courses completed in grades 9 through 12. Certain math courses and Latin I, completed in grades 7 and 8, also count toward graduation. The required 21 (or 22 if a second language is chosen) credits are listed to the right.

Required Credits

Section	Course	Credits	Page
1	English	4	*p5*
2	Mathematics	4	*p7*
3	Science	3	*p9*
4	History	3	*p12*
5	World Languages	3 or 4	*p16*
6	Visual and Performing Arts	1	*p23*
	Elective	1	
	Physical Education	2	

An unofficial transcript will be made available to students and parents in Scholar. There are three key categories of information to look for:

1. GPA – Both the current-year GPA (Year Cum) and the cumulative GPA (Total Cum) are found at the top of each school year's grade record.

2. Course grades – These are individual grades for each semester of a course taken at MBA.

3. Course credits – ½ credit is earned for each semester of a course in which there is a passing grade. This is indicated in the Credit column next to each semester grade. **Every student in the high school receives ½ credit for PE during the 1st semester of each year, which is not shown on the transcript.**

This workbook is organized by discipline. Work through each section, filling in the number of credits earned from the transcript and placing a checkmark in the "Taken" box next to each required course in conjunction with the worksheet at the back of this booklet. This process will help track completion of the minimum requirements. Each high school and 8th grade advisor will file a copy of the worksheet with the Registrar so that students may use the form as a reference throughout each year of high school.

Next, choose an appropriate course based both on what is sequentially required and what the previous performance in that discipline has been. There is additional information listed in each section that is pertinent to that discipline. **Each semester, you must choose a minimum of five classes, at least four of which must have exams.**

Recommendations from current teachers will be used to determine appropriate courses and levels for the following year. These will be collected on the course recommendation form. In general, consultation with teachers and advisors will be a useful resource for choosing courses for next year. **Rising juniors and seniors are also strongly encouraged to consult a college counselor.**

Overview

- MBA sets its number of sections and builds its master schedule based on student sign-ups for courses. In particular, the combinations of courses students select determine which courses are scheduled opposite one another.
- The initial sign-up will determine the number of sections of large courses and will indicate whether or not courses with fewer requests will be offered at all. Therefore, the more accurate the initial sign-up, the greater the likelihood that the eventual schedule will meet everyone's needs.

Course Changes

- With the approval of the advisor, parents, and the Academic Dean, students may change course selections between February 10 and February 18, 2025, by indicating such changes on the course request list. Course selections must meet MBA's graduation requirements (e.g. number of courses, number of exam courses, departmental requirements, etc.).
- The faculty will consider each student's course and course-level requests. Each student will have a recommended set of courses from their current teachers.
- In some situations, the final decision on a particular course or course level may depend on the end-of-year grade in a current course. IT IS THE RESPONSIBILITY OF THE STUDENT TO ENSURE THE DESIRED COURSE AND COURSE LEVEL HAS BEEN APPROVED AND IS INCLUDED IN HIS FINAL COURSE REQUEST LIST.

At the beginning of the 2025-2026 academic year

- **Students can view their course enrollments when the virtual textbook store opens in July and will gain access to their full schedules at registration in August. *Each student is required to check his schedule for course accuracy*.**
- Course changes (excluding level changes – see below) may be requested with the appropriate form and signatures during the add/drop period in the first three weeks of the school year. This form is kept in the Registrar's Office.
- At no time will a student's class section and/or teacher be changed by request.
- **Be certain that you request the course level that is appropriate for you – both in terms of what your current teachers are recommending and what you feel able to manage**. Once the schedules are set, course level changes will only be allowed with the specific approval of the relevant Department Chair and the Academic Dean. Other than in exceptional circumstances, students must wait until the last week of the add/drop period to switch to a lower level than they signed up for – juniors and seniors wishing to do this will also need the approval of the Director of College Counseling.

Important Notes:

- Sign up for only five classes if you are struggling this year in one or more classes.
- Sign up for honors or AP classes only if your current teacher or the relevant Department Chair has approved it on your course recommendation form.

English 1

Follow the four-year required sequence. The second semester of each level must be passed with a minimum grade of 70 and with a minimum average of 70 for the year. A grade of 92 is required to move from regular English to Honors the following year. To remain in Honors, students must maintain at least a 90 average.

English Courses	Possible	Earned		Taken
English I or Honors	1		Required	
English II or Honors	1		Required	
English III or Honors	1		Required	
English IV or AP	1		Required	
Total Credits	**4**			
	Required	*Earned*		

English I (Regular or Honors)
English I provides a review of basic grammar skills taught in the Junior School with an emphasis on applying knowledge of grammatical constructions to the students' own writing. Throughout the year students will study samples of great works according to genre: short story, novel, poetry, drama, and epic. Ninth-grade compositions consist of cause-and-effect, illustrative, and argumentative themes about literature. In addition, students will write creative nonfiction and fiction pieces

English II (Regular or Honors)
In English II students review the grammar skills taught in the Junior School and ninth grade and begin to focus on recognizing grammatical errors in their themes. A survey of U.S. authors from the colonial to the modern era, English II emphasizes major writers who built an American literary tradition. Students write a variety of essays: analytical themes on their reading, personal essays, a narrative, and a research paper on a major American literary topic.

English III (Regular or Honors)
In English III students study a survey of British and Irish literature from the Anglo-Saxon period to the modern period with continuing study in vocabulary, grammar, and critical writing. Emphasis is placed on literary history, the relation of the major writers to their respective periods, and analysis of the styles and themes of each author. Conscious of the way grammar skills influence style, students write expository essays, memoirs, narratives, and other types of essays.

English IV (Regular) (First Semester)
The first semester of English IV is a study of tragedy from its ancient Greek origins to modern fiction and drama. Beginning with Sophocles' *Oedipus Rex* and *Antigone* and Aristotle's theory of tragedy, the course progresses to Renaissance and modern visions of tragedy, with students studying Shakespeare's *Hamlet*, Fitzgerald's *The Great Gatsby*, and Miller's *Death of a Salesman.* Students will also read literary criticism to deepen their understanding of tragedy's cultural and existential meanings. Teachers will review summer reading in the first quarter and will devote significant time to the substantiation of grammatical and stylistic principles throughout the entire semester.

English IV (Regular) (Second Semester)
During the second semester of English IV, seniors participate in a seminar-style colloquium devised by their first-semester teacher. In the past, teachers have designed courses such as Speculative Fiction, Irish Literature, Sherlock Holmes, and Music and Literature. Each course requires similar reading assignments, tests, essays, and projects. Next year's colloquia will be announced in the spring.

English IV (AP): Literature and Composition

Students begin this AP course discussing their summer reading books with an emphasis on analyzing syntax, imagery, diction, and tone, the four areas tested on the AP examination. Throughout the year, students will work on sample AP questions, including multiple-choice and essay responses. Grammar review focuses on the correction of grammar and stylistic errors and on correct usage. Students will write brief critical essays and a major profile of a person of their choice. The course's primary works include U.S., British, Greek, Norwegian, and Irish writers in these genres: tragedy, novel, short story, essay, and poetry. Students will also read critical essays and cite these sources in their themes. Likewise, students prepare a number of presentations, including recitations and a Google Slides report each semester. Additionally, students read *The New Yorker*, examining some contemporary prose and poetry. Students in this AP course are required to take the AP English Literature and Composition examination in May.

Mathematics

2

Follow the four-year required sequence. Since many students have Algebra I or Geometry credits from the Junior School, the four-year sequence may be completed early. The 2nd semester of each level must be passed with a minimum grade of 70, with a minimum average of 70 for the year.

Mathematics Courses	Possible	Earned		Taken
Algebra I	1		Required	
Geometry or Honors	1		Required	
Algebra II or Honors	1		Required	
Precalculus or Honors	1		Required	
Calculus/Statistics	0.5/0.5		Depending on the student, one or more of these may be recommended by the current teacher and Department Chair.	
Statistics AP	1			
Calculus AB AP	1			
Calculus BC AP	1			
Multivariable Calculus Honors	1			
Computer Science Principles AP	1			
Computer Science A AP	1			
Total Credits	**4**			
	Required	*Earned*		

Algebra I (Regular)
Topics include algebraic language, operations with signed numbers, inequalities, exponents and radicals, polynomials, factoring, functions and graphs, quadratic equations, and rational expressions.

Geometry (Regular or Honors)
Topics include points, lines, planes, angles, parallel lines, parallel planes, congruent triangles, similar polygons, right triangles, trigonometry, circles, construction, loci, areas of plane figures, areas and volumes of solids, coordinate geometry, translations, transformations. Differences between Geometry Honors and Regular Geometry: different texts are used; there is a more in-depth study of topics and concepts; the tests, quizzes, proofs, and examinations in the honors level are very challenging; supplemental materials are provided to enhance the course.

Algebra II (Regular or Honors)
Topics include first-degree equations and inequalities, linear functions, polynomials and polynomial functions, exponents and radicals, quadratic equations and functions, conics, exponential and logarithmic functions, triangle trigonometry, trigonometric and circular functions and identities. With permission of the Department Chair, Algebra II may be taken concurrently with geometry. **Approval for Algebra II Honors is based on grades earned in both Algebra I and Geometry.**

Precalculus (Regular or Honors)
Topics include trigonometry (approximately 25% of the course), logarithmic and exponential functions, coordinate geometry, counting and probability, systems of equations, arithmetic and geometric sequences and series, theory of equations, complex numbers, and early topics in calculus. Students in Precalculus will have the option of taking the AP examination for the course in May.

Calculus (Regular) (First Semester)
Topics include limits and continuity, the derivative (chain rule, graphing and optimization, logarithmic and exponential functions, implicit differentiation, related rates), and integration (antiderivatives and indefinite integrals, u-substitution, definite integrals and area, volumes of revolution, integration by parts). Calculus is a one-semester, half-credit course, taught only in the first semester.

Statistics (Regular) (Second Semester)
Topics include descriptive statistics (presentation and interpretation of data; frequency distributions; measures of central tendency, dispersion, bivariate data, and position), probability (basic rules of probability, discrete and continuous probability distributions), inferential statistics (confidence intervals and hypothesis tests involving the mean and proportions). Statistics is a one-semester, half-credit course, taught only in the second semester.

Statistics (AP)
This full year college level course is for students who will be taking the AP examination in Statistics. The course consists of four components: 1) exploratory analysis of data using graphical and numerical techniques to study patterns and departures from patterns; 2) planning a study (data collection according to a well-developed plan); 3) probability as a tool for anticipating the distribution of data; and 4) statistical inference.

Calculus AB (AP)
Topics include a review of algebra, limits and continuity, the derivative and applications, the definite integral and applications, exponential and logarithmic functions, trigonometric functions, inverses, and L'Hôpital's Rule.

Calculus BC (AP)
Topics include Calculus AB topics plus parametric, polar, and vector functions; numerical and graphical solutions of differential equations; antidifferentiation by parts and partial fractions; improper integrals; and infinite series.

Multivariable Calculus (Honors)
In this college-level course, students explore how the single-variable calculus topics of limit, derivative, and integral behave on a three-dimensional coordinate system. The course begins with a development of mathematical proof skills through counting problems and elementary number theory. Traditional topics including vector operations and techniques for graphing functions of more than one variable are mastered. Advanced topics include vector fields, line integrals, and surface integrals. The course culminates with a proof of Green's Theorem. Throughout the year, non-traditional topics that are accessible with multivariable calculus are explored. **Prerequisites: successful completion of all mathematics courses offered at MBA through Calculus BC and departmental approval.**

Computer Science Principles (AP)
The AP Computer Science Principles (CSP) course provides an introduction to the basic principles of computer science (CS) from the perspective of mobile computing, including programming in App Inventor, a graphical programming language for Android mobile devices. The lessons and materials used by students incorporate programming while also integrating all other AP CSP big ideas: creativity, abstraction, data and information, algorithms, the internet and global impact. The curriculum engages students and supports the development of problem solving skills honing in on the computational thinking practices. Students learn to create socially useful computational artifacts using App Inventor as well as connect computing and learn about abstracting as they develop and analyze their programs. The curriculum also emphasizes communication and collaboration in a project-based approach and classroom environment. This course involves a strong writing component. Students will maintain a portfolio of their work, which will include several performance tasks in the areas of programming and the impact of computing technology.

Computer Science A (AP)
This course provides an introduction to programming using Karel J; Java programming including input/out; decision structures; loops; classes; arrays; files; recursion, sorting, and searching. This is a year-long course.

Science

3

Take one course from each section, in the sequence biology, chemistry, and physics. The second semester of each level must be passed with a minimum grade of 70 and a minimum average of 70 for the year. All science courses meet six class periods per week: four lecture classes and a two-period lab.

Science Courses	Possible	Earned		Taken
Biology or Honors	1		Required	
Chemistry or Honors	1		Required	
Physics	1		Required	
Physics 1 AP*	1		Depending on the student, one or more of these may be recommended. See the Department Chair.	
Physics C AP*	1			
Biology AP				
Chemistry AP	1			
Environmental Science or AP	1			
Human Anatomy and Physiology Honors	1			
Science Research Honors	1			
Total Credits	**3**			
	Required	*Earned*		

**** AP Physics 1 or C (in lieu of Physics) will satisfy the physics course requirement.***

Biology (Regular or Honors)
This course enables each student to develop an appreciation and understanding of the interrelationships existing between organisms and their environment. Specific topics covered are energy; cell structure and function; the genetics of heredity; evolution and classification; ecology, population biology, and diversity as demonstrated through the five kingdom classification scheme. In addition, life functions in all organisms are examined, with special emphasis on humans.

Chemistry (Regular or Honors)
This course provides a concentration on three main areas: qualitative laboratory experiments, general problem solving techniques, and the Atomic Theory of Matter. Specific objectives include: knowledge of nomenclature, understanding of processes in terms of molecules, and laboratory techniques. Topics covered include: atomic structure, chemical-naming procedures, chemical quantities, reactions, stoichiometry, states of matter, electronic structure of atoms, periodicity, bonding, aqueous solutions, reaction rates, electrochemistry, the chemistry of metals and nonmetals, hydrocarbons, and functional groups and organic reactions. Honors Chemistry involves more in-depth study, additional topics and is designed to challenge students at an advanced level. Chemistry (regular or honors) is a prerequisite for AP Chemistry. Honors Chemistry is also a prerequisite for students who want to take AP Physics C during their 11th-grade year.

Physics (Regular)
This course will lead students to develop a greater understanding of the major concepts, history, and experiments that lead to the development of theories in modern physics. General topics include: error analysis and statistics, error propagation, Galileo's description of motion, Newtonian mechanics, circular motion, general conservation laws, energy, thermodynamics, waves (sound and light), and electricity and magnetism. **Prerequisite: Chemistry**.

Physics 1 (AP)

Advanced Placement Physics 1 is a one-year advanced course that is equivalent to a first-semester college course in algebra-based physics. This course will go in-depth with topics in which a student would expect to cover in a first-semester physics course in college. Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; mechanical waves and sound will be discussed. Students will also be introduced to basic electric circuits. A heavy emphasis will be put on the development of problem-solving ability and inquiry investigations in the lab with regards to these topics. To supplement these areas in physics, students will also be introduced to topics in thermodynamics, optics, electricity and magnetism, and modern physics. Students must take the AP Physics 1 exam in May. Depending on AP exam score and university choice, students may earn credit for first-semester, algebra-based, introductory college physics for students interested in life-science, pre-medicine, and some applied sciences, as well as other fields not directly related to science. **Prerequisite: Chemistry**. This course may be taken to complete the physics requirement for graduation.

Physics C (AP) (This course should be taken by students interested in engineering and the physical sciences.)

Advanced Placement Physics C provides an overview of Newtonian mechanics and electromagnetism as they are developed from calculus. This course has the heaviest emphasis of any physics course in the school on problem-solving ability. The first semester covers Newtonian mechanics and the second semester is a study of electricity and magnetism. The AP Physics C course provides a foundation in physics for students planning on engineering or science majors in college. **Prerequisite: Chemistry (honors) or Physics (regular or AP Physics 1)**. This course may be taken by successful Honors Chemistry students in their junior year to complete the physics requirement for graduation.

Biology (AP)

A college level course in modern biology, Advanced Placement Biology describes the evolution of living systems from molecular, cellular, organism, and population levels. Specific topics include biochemistry, structure and function of organelles and cells, energy transformations in photosynthesis and respiration, the development of the chromosomal theory of inheritance, the regulation of the prokaryotic and eukaryotic genomes, biotechnology and society, and mechanisms of evolution. In addition, the course examines the unity of pattern and diversity in nature, particularly in plant physiology and anatomy, comparative animal systems, ecological principles and the interdependence of natural systems. **Prerequisites: Biology, Chemistry, and Physics (any level), although honors students may take AP Biology concurrently with AP Physics.**

Chemistry (AP)

Advanced Placement Chemistry, a college-level course, provides students with a general understanding of the structure of matter and its interactions. Specific topics covered are atomic theory, stoichiometry, thermochemistry, the electronic structure of atoms; gas laws, ionic reactions, reaction rates, chemical equilibria, introductory thermodynamics and electrochemistry. **Prerequisites: Chemistry (regular or honors) and Physics or Physics AP.** This course is also open to 10th graders who meet various academic criteria as specified by the Science Department.

Environmental Science (Regular)

Environmental Science is an interdisciplinary course focusing on the application of scientific concepts, principles, and methodologies to the understanding of environmental problems and issues. This course includes indoor and field labs, projects, and case studies through which students will learn about how humans interact with and impact the natural world. Students will develop and apply the systems-level critical thinking and problem solving skills necessary to become informed citizens, better able to understand and examine solutions for natural and human-made environmental problems. While there will be some overlap with subjects covered in the AP-level course, overall the structure of this course is designed to cover a narrower set of topics to allow for a more in-depth study of current issues involving environmental science.

Environmental Science (AP)

Advanced Placement Environmental Science provides students with the scientific principles, concepts, and methodologies required to analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions. Juniors may take this course concurrently with Physics with approval from the Department Chair. **Prerequisite: Biology (regular or honors) and Chemistry (regular or honors).**

Human Anatomy and Physiology (Honors)

This course examines both the structure and function of the human body and mechanisms for maintaining homeostasis within it. Specific topics will include cells and tissues and integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, digestive, urinary, immune, and reproductive systems. Additionally, the course will discuss disease-related homeostatic imbalance as it relates to illnesses to include diabetes, renal failure, and autoimmune disorders. Juniors may take this course concurrently with Physics with approval from the Department Chair.
Prerequisite: Biology (regular or honors) and Chemistry (regular or honors).

Science Research (Honors)

This course is an honors elective for students in freshman through senior year who are motivated to do STEM (science, engineering, technology, math) research in a topic of their choice. This year-long course is offered in two formats:

Spread across a traditional school year (this format is designed for students who wish to conduct the bulk of their research during the school year).	**OR**	Split across the second semester of one school year and the first semester of the next (this format is ideal for students who plan to conduct the bulk of their research during the summer, either independently or as part of a university-based research program).

The course will meet twice a week for one period, where students will be taught the process of conducting research, including research ethics, literature review, experimental design, data collection and analysis, and writing a research proposal and final paper. The research course culminates in students presenting their findings in venues such as national STEM competitions, research journals, or regional/national symposia. Students are able to repeat this course multiple years for credit on their transcript; however, it does NOT count as one of the three science credits required to graduate. There will be no GPA weight given to the research course, and it will not count toward determination of Valedictorian or Salutatorian.

History

4

Complete three credits, consisting of one course each from the following categories (A, B & C): United States History, World History, and Social Studies. A year's average of 70 is required to receive credit in a full-year course.

History Courses	Possible	Earned	Year Taken	Taken
United States History (Category A)			**One Credit from A Required**	
U.S. History	1		10th	
U.S. History AP	1		10th	
World History (Category B)			**One Credit from B Required**	
Modern Europe and the World	1		11th or 12th	
European History AP	1		11th or 12th	
World History AP	1		11th or 12th	
Social Studies (Category C)			**One Credit from C Required**	
Civics	1		9th	
Contemporary Issues I: Politics, Economy, and the Law / Contemporary Issues II: Politics, Economy, and the Law	0.5/0.5		11th or 12th	
U.S. Government/Comparative Government AP	0.5/0.5		11th or 12th	
Micro/Macroeconomics AP	0.5/0.5		11th or 12th	
Seminar – America 1920s/1960s	0.5/0.5		12th	
African American Studies AP	1		12th	
AP Art History*	1		10th, 11th, 12th	
Western Music History*	1		11th or 12th	
Total Credits	**3**			
	Required	*Earned*		

Students may take more than one course from Categories B & C as history electives, as well as take AP Art History or Western Music History.

**AP Art History or Western Music History may count to fulfill the C requirement with permission from the chairs of the History and Visual and Performing Arts departments and in consultation with the College Counseling Office. (For a description of either of these courses, see the VAPA section of this booklet which starts at page 23.)*

Please note that taking Civics in the 9th grade allows students to complete their history requirement sooner, thus opening the path for additional electives in high school.

Track 1 (if beginning in 9th Grade)		*Track 2 (if beginning in 10th Grade)*	
9th	Category C: Civics	*9th*	No history course
10th	Category A course	*10th*	Category A course
11th	Category B course	*11th*	Category B course
12th	Elective or no history course	*12th*	Category C course other than Civics

Civics (Regular) [9th Grade]

This course, **intended for 9th graders**, is divided into distinct but related topics and will provide students the foundation to understand the political and economic climate in their community, the United States, and the world. During the first quarter, students will study the Constitution and its roots and other founding documents, the scope of federal power, the branches of government, elections, the role of the media, and the rights and responsibilities of citizens. Many of these topics will be reinforced during the second quarter as students begin to explore ways in which they can become informed and active citizens in their community by examining the processes of local and state government. During the third quarter, students will be able to place their understanding of American government in a global context through a comparative analysis of other political systems and cultures. Not only will students develop an appreciation of similarly-situated and differently-situated countries, they will build upon their prior knowledge of the globe developed during their 8th grade Cultural Geography course. The 4th quarter will offer an overview of economics as students learn about financial literacy and are exposed to the basics of micro- and macro-economic principles.

U.S. History (Regular) [10th Grade]

This survey of U.S. History provides students with a comprehensive overview of the political, diplomatic, social, economic and intellectual/cultural history of the United States pre-1492 to the early-21st century. The major themes around which the course is organized include: the evolution of the nation's political institutions, the transformation of the U.S. economy, the formation and development of U.S. culture and identity, and America's changing role in world affairs. U.S. History should be taken prior to enrolling in European history, preferably in the sophomore year, in order to reap the benefits of the sophomores also studying U.S. literature in their English classes.

U.S. History (AP) [10th Grade]

This more demanding U.S. History course typically for sophomores meets the criteria of the College Board's Advanced Placement program. A college level survey of United States history, it integrates economic, social, political, diplomatic and intellectual/cultural perspectives. It includes a range of supplemental readings, including many primary source documents, and is more analytical writing-intensive than the non-AP course. Students also are expected to master more material through independent reading, providing more opportunity for discussion and greater focus on interpretive questions. **Prerequisite: strong academic performance with a challenging academic schedule in Grade 9. Civics is encouraged but not required. Students not taking Civics must seek approval from the Department Chair.**

Modern Europe and the World (Regular) [11th or 12th Grade]

This course is a lively and challenging survey of Europe and the modern world from 1450 to the present. Students examine politics (its structures, issues, and conflicts), social and economic change, and the artistic and intellectual development within European civilization, as well as other civilizations, especially in their encounter with the West. Students will strengthen study and critical reading skills and will be pushed toward more sophisticated analysis. Designed for juniors and seniors. **Prerequisite: U.S. or AP U.S. History.**

European History (AP) [11th or 12th Grade]

This college level survey in European history — from the 14th century to the present — provides students with the analytic and factual knowledge necessary to deal critically with the problems and materials in modern history. Summer reading is required for AP European History, and evaluation of summer reading is factored into the average for the first quarter of the course. **Prerequisite: strong performance in AP U.S. History or a minimum grade of 90 in U.S. History and departmental approval.**

World History (AP) [11th or 12th Grade]

This year-long AP course is offered as an elective to highly motivated juniors and seniors. The survey examines global history (including Asia, Africa, Europe, Islam, and the Mongols) from prehistoric times to the present. The course highlights the nature of changes in international frameworks and their causes and consequences, the relationship of change and continuity over time, comparison and contrast within and between civilizations, and the gradual knitting together of the world into an interconnected whole over the last thousand years. Critical and interpretative skills are important for success in this course, which focuses more on exposition of trends than on year-to-year knowledge of political events. **Prerequisite: strong performance in AP U.S. History or a minimum grade of 90 in U.S. History and departmental approval.**

Contemporary Issues I: Politics, Economy, and the Law (Regular) (First Semester)
[11th or 12th Grade]

How do we live and how should we live? These questions are central to this one semester, half-credit course that is essential to understanding our contemporary society. In conjunction with a review of the Constitution, constitutional rights, and how our political and legal systems function, students will dive into contemporary and real world issues, looking at case studies and scenarios that illustrate how things actually work in the contemporary United States. The course also provides a forum in which the class can pivot to important political, legal, and economic news events, using these as a lens through which to better understand the contemporary United States and the vital importance of civil discourse and debate. Course is open to juniors on a case by case basis, but seniors get first priority.

Contemporary Issues II: Politics, Economy, and the Law (Regular) (Second Semester)
[11th or 12th Grade]

The second semester is a continuation of the first, but with greater emphasis on global issues and economics, as well as economics at a personal level. Students will engage in a close study of international relations and competing views on the role of the United States in it. Economic stability and global security are intricately intertwined, as is one's personal well-being to having personal economic health. This course introduces students to economics both on a personal level—how much does it cost to live, what strategies will help achieve economic independence, for example—and gives them a general understanding of the workings and malfunctions of the U.S. and world economies. Students get to play the stock-market game and learn to decipher financial news and the impact of global events on the US and global economy. Taught only in the second semester and usually taken with the first semester course. Course is open to juniors on a case by case basis, but seniors get first priority.

U.S. Government (AP) (One Semester) [11th or 12th Grade]

This half-credit, semester course is taught at the college level and is designed to prepare junior and senior students for the Advanced Placement Exam. This course takes an interpretative look at U.S. politics. Extensive reading includes both primary and secondary sources. The student will look at the institutions and relationships, policies and parties, liberties and concepts that constitute U.S. government. Taught in both semesters – usually paired with a semester of AP Comparative Government & Politics. **Prerequisite: recommendation of current history course teacher and departmental approval.**

Comparative Government & Politics (AP) (One Semester) [11th or 12th Grade]

This half credit, semester course is taught at the college level and is designed to prepare junior and senior students for the Advanced Placement Exam. Six countries form the core of the course of study: Great Britain, Russia, China, Mexico, Nigeria, and Iran. Topics and themes in the course include the sources of public authority and political power around the world, the comparative study of the relationship between state and society, the relationships between citizens and states including individual participation, political and institutional frameworks, political change over time and an examination of comparative political theory. Taught in both semesters – usually paired with a semester of AP U.S. Government. **Prerequisite: recommendation of current history course teacher and departmental approval.**

Microeconomics (AP) (First Semester) [11th or 12th Grade]

AP Microeconomics gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. The course will enable the student to grasp better the effects of factor markets such as land, labor, and capital, understand the influence of supply and demand on individual markets, and evaluate the role governments play in maintaining efficient and fair markets. This half-credit course will be offered in the first semester, while its counterpart, AP Macroeconomics, will be offered in the spring. **Prerequisite: 90 or above average in current non-honors or non-AP history and math courses, as well as both teachers' recommendation; 85 or above average in current honors or AP history and math courses, as well as both teachers' recommendation.**

Macroeconomics (AP) (Second Semester) [11th or 12th Grade]

The purpose of AP Macroeconomics is to give students an understanding of the principles of economics that apply to the economic system as a whole. The course will introduce the measures of economic performance, including growth, unemployment, and inflation, explain the basics of banking and financial markets, introduce concepts of international trade and finance, and discuss the role of government monetary and fiscal policies in stabilizing the economy. This half-credit course will be offered in the second semester, while its counterpart, AP Microeconomics, will be offered in the fall. **Prerequisite: 90 or above average in current non-honors or non-AP history and math courses, as well as both teachers' recommendation; 85 or above average in current honors or AP history and math courses, as well as both teachers' recommendation.**

Seminar: The Harlem Renaissance and the Jazz Age: America in the 1920s (Regular) (First Semester) [12th Grade]

This half-credit, semester-long course explores the cultural history of one of the formative decades of the U.S. experience. Intended as a preparation for college-level seminars, this interdisciplinary course explores the cultural history of America in the 1920s. Drawing on faculty from several departments, the course considers the development of political, social, and artistic forces (literary, musical, theatrical, and cinematic). The study will focus on how different genres define racial identity, nationalism, and modernism in the age after the end World War I and leading up to the Stock Market Crash of 1929. Taught only in the first semester. **Prerequisite: senior standing**.

Seminar: The Times They Were A-Changin': Nashville and America in the 1960s (Regular) (Second Semester) [12th Grade]

This half-credit, semester-long course explores the cultural history of one of the formative decades of the U.S. experience. Intended as a preparation for college-level seminars, this interdisciplinary course explores the cultural history of America in the 1960s. Drawing on faculty from several departments, the course considers the development of political, social, and artistic forces. During the 3rd quarter, the course will primarily cover the Civil Rights movement and other related cultural and student movements. The fourth quarter focuses on the Cold War, the Vietnam War, and the Space Race. We will also arrange some special events including a field trip to Nashville sit-in locations and related sites, occasional special panels, and guest speakers. Taught only in the second semester. **Prerequisite: senior standing.**

African American Studies (AP) [12th Grade]

This is a year-long course designed to expand on the traditional United States History course by looking comprehensively at the history of Africans in America. As we follow the timeline of Africans coming to America from the pre-colonial period up to the present day, we will explore the significant contributions and experiences of African Americans in United States history. The course will take an interdisciplinary approach that reaches into a variety of fields—literature, the arts and humanities, political science, geography, and science—to explore the vital contributions and experiences of African Americans. A fundamental objective will be to provide the student with a firm understanding of how African Americans have shaped America–its history, laws, institutions, culture and arts, and even the current practice of American democracy. This will all broaden students' understanding of our nation and its development. This course is an elective option for seniors and may also serve to fulfill the social studies requirement in the history department.

World Languages

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Courses must be completed in sequence. All students must complete two years of Latin (Latin I and Latin II Regular/Honors) as part of their foundational language requirement. In order to complete their language requirement, students can choose to continue in Latin by either completing Latin III Honors or Latin IV Honors or by taking two years of the same modern language course (typically Level I and Level II Regular/Honors). Freshmen new to MBA who want to learn a modern language have the option to complete their language requirement by only taking one year of Latin (HS Latin I) along with completing a minimum of two years of the same modern language, including the III Honors level (or higher) of that language.

The second semester of each level must be passed with a minimum grade of 70 and a minimum average of 70 for the year.

Language Courses	Possible	Earned		Taken
Latin I	1		Required	
Latin II or Honors	1		Required	
Latin III Honors	1		Note: The second semester average of all first-year language courses counts twice in figuring the year's average.	
Latin IV Honors	1			
Latin AP: Vergil and Pliny	1			
Latin V Honors: Topics in Latin Literature	1			
Classical Greek Honors*	1			
Chinese I	1			
Chinese II or Honors	1			
Chinese III Honors	1			
Chinese IV Honors	1			
Chinese AP: Language and Culture	1			
French I	1			
French II or Honors	1			
French III Honors	1			
French IV AP: Language and Culture	1			
French V Honors	1			
German I	1			
German II or Honors	1			
German III Honors	1			
German IV AP: Language and Culture	1			
German V Honors	1			
Spanish I	1			
Spanish II or Honors	1			
Spanish III Honors	1			
Spanish AP: Language and Culture	1			
Spanish AP: Literature and Culture	1			
Spanish V Honors	1			
Total Credits	**3 or 4**			
	Required	*Earned*		

Latin I (Regular)
As the first half of a two-year requirement, this course provides students with the fundamentals necessary to begin to read Latin precisely and fluently. Students use stories adapted from a variety of ancient authors to introduce new grammar and vocabulary, and students are thus exposed to a survey of Latin literature and a timeline of intellectual history. Comparisons with English grammar and syntax are stressed, as is the study of English words derived from Latin. Supplemental readings and activities enliven the study of Roman history through the assassination of Julius Caesar and help develop in the student an appreciation and understanding of how classical antiquity continues to shape our modern world.

Latin II (Regular or Honors)
This course is the second half of the Latin requirement and begins with a review of the grammar and vocabulary of Latin I before continuing to build on those fundamentals. The chief goal of the course is to bring students to the point where they can begin to read unadapted Latin with confidence. Students continue to use adaptations of ancient and medieval texts, and these stories continue to provide students the opportunity to discover the richness and complexity of Roman culture. Supplemental readings offer a framework of history from the reign of Augustus through the fall of the empire and beyond. The Latin II Honors course is for students who demonstrated a strong performance in Latin 1 because the course moves a lot faster and covers a lot more material than the Latin II Regulars course. **Prerequisite: MBA Latin I or a fully equivalent course with teacher recommendation; a placement test may be required.**

Latin III (Honors)
Students review the grammar of Latin I and II, with emphasis on strengthening reading comprehension and fostering an appreciation of the style used in the writings of Erasmus and other writers. Attention is given to literary analysis and relating the Latin works to modern counterparts. This course continues from where the Latin II Regular course ended, and it prepares the student to read and appreciate Latin literature to a greater extent. Over the duration of the course, students read such authors as Erasmus, Juan Gines de Sepulveda, Thomas More, Copernicus, and Ludvig Holberg. In the second semester, students will be able to read from the commentaries of Asconius, the poetry of Ovid, and other major works. This course is for students who have completed the Latin II Regular course and wish to continue studying Latin with the AP course as a later option. Students who complete this course will be eligible for Latin IV Honors, which will let them take Latin at the AP level as a fifth-year course. **Prerequisite: MBA Latin II Regular or teacher recommendation; a placement test may be required.**

Latin IV (Honors)
This course helps students make the transition to reading and interpreting unadapted prose and poetry from the Golden Age of Latin literature in preparation for AP Latin. Special attention is given to the figures of speech and rhetorical devices common in oratory, history, and poetry. By reading both Cicero's political speeches against Catiline and his philosophical Somnium Scipionis, students focus on one of Rome's most interesting and important authors while strengthening their reading skills. Students next take up Latin poetry with Ovid, Catullus, and Horace, and the course may conclude with selections of medieval Latin. Students registered in this course take the CAMWS Translation Exam. **Prerequisite: MBA Latin II Honors or teacher recommendation; a placement test may be required.**

Latin IV (AP): Vergil and Pliny
The AP Latin course immerses students in the rich language, literature, and culture of ancient Rome through close reading and analysis of Vergil's Aeneid and selections from Pliny's letters. Students will develop their skills in translating Latin passages with accuracy, analyzing literary and stylistic features, and understanding the historical, cultural, and thematic contexts of the works. The course emphasizes critical reading, interpretation of Roman values and perspectives, and drawing connections between the ancient and modern worlds. By exploring Vergil's epic poetry and Pliny's prose, students will gain an appreciation for the artistry and depth of Latin literature while preparing for the AP Latin Exam. Students will also expand their appreciation for the wide range of classical texts via supplemental Teacher's Choice readings and a yearly project exploring a rotating selection of underrepresented authors and themes. All students registered in this course take the CAMWS Translation Exam and the AP Latin exam in May. **Prerequisite: MBA Latin III Honors or MBA Latin IV Honors or a fully equivalent course with teacher recommendation; a placement test may be required.**

Latin V (Honors): Topics in Latin Literature
This course offers seniors the chance to broaden their exposure to Latin literature by reading at least four primary authors, which vary each year based on student input but often include: the poetry of Catullus, Lucretius, or Ovid; the prose of Caesar, Livy, or Petronius; Medieval Latin. The cultural and historical contexts of the target authors are illustrated through class discussions, supplemental readings, and projects. A yearlong capstone project gives students the opportunity to practice basic research skills in classics while investigating a topic of their choice related to antiquity. This course provides an excellent bridge to further Latin study in college and is open to seniors who have already taken the AP course in the junior year. All students registered in this course take the CAMWS Translation Exam.
Prerequisite: MBA AP Latin: Vergil and Pliny.

*Classical Greek (Honors)**

Students learn to read classical Greek through connected readings, vocabulary study, and grammar lessons in the *Athenaze* textbook. Moving from heavily adapted to less adapted (and, in some cases, wholly unadapted) texts, readings include excerpts from Greek philosophical texts, lyric poetry, drama, and the New Testament. Throughout the course, in addition to grammatical study of the language, the culture and history of ancient Greece with a primary emphasis on Athens are studied. The course is paced as a college-level course in that the same material is covered in one year as would be covered in two semesters of college or university Introductory Greek. **Prerequisite: MBA Latin IV Honors or MBA AP Latin: Vergil and Pliny with teacher recommendation.**

**Before registering for this course, consult the Department Chair to determine if the course will be offered in the following year.*

Chinese I (Regular)

Chinese I introduces students to Chinese culture and helps them develop preliminary proficiency in the four communicative skills of Chinese language: listening, speaking, reading, and writing. It will enable students to communicate in fundamental everyday Chinese and to build a solid foundation for further studies. The primary focus of Chinese I is on the spoken language. At the same time, students will gain a knowledge of grammar in order to speak and write in correct convention. This course incorporates a great amount of Chinese culture and history, such as Chinese holidays, customs, traditional values, folk beliefs, and current social issues. The course is taught entirely in Chinese.

Chinese II (Regular or Honors)

Chinese II is the second year of the sequential Chinese language study. This course aims at helping students to understand how the Chinese language works grammatically and how Chinese can be used efficiently in real life. A major focus in the second year will be devoted to learning Chinese language in a comprehensive way and to enhancing students' skills in listening, speaking, reading, and writing. Students are encouraged to actively expand their vocabulary and become proficient users of Chinese in an increasingly wide range of communicative and interpretive abilities. Attention is also given to gaining cultural and historical literacy about China through the study of and exposure to a considerable number of authentic materials. The course is taught entirely in Chinese. **Prerequisite: MBA Chinese I or a placement test.**

Chinese III (Honors)

Chinese III will continue focusing on the development and integration of students' four language skills. In addition to the further acquisition of extensive grammar and vocabulary, Chinese III will aim to sharpen and enhance students' reading and writing abilities as well as oral proficiency in communicating thoughts fluently regarding a wide range of topics. The improvement and refinement of written ability is emphasized in order to prepare students for AP Chinese the following year. Students engage more fully with Chinese culture through reading and watching / listening to authentic audio sources. Students must begin to combine their language with more critical thought. The course is taught entirely in Chinse. **Prerequisite: MBA Chinese II or a placement test.**

Chinese IV (Honors)

Chinese IV is a pre-AP course whose goal is to develop reading, listening, speaking and written abilities to the intermediate-mid level as described by the American Council on the Teaching of Foreign Languages (ACTFL). It focuses on developing the ability to accurately interpret authentic print and audio texts in Chinese, and active, fluent communication in both spoken and written Chinese. Cultural awareness through real-world application and exploration of Chinese traditions, modern life, and social contexts is also an important point of emphasis. The course is divided into thematic units and students will be exposed to a wide range of authentic materials and contexts to develop cultural knowledge and the proficiency to be able to engage in Chinese with real-life situations with spontaneity. Students who successfully complete the course will be prepared to take Chinese AP Language & Culture the following year. The course is taught entirely in Chinese. **Prerequisite: MBA Chinese III Honors or a placement test.**

Chinese (AP): Language and Culture

AP Chinese Language and Culture is designed to develop qualified students' proficiency in listening, speaking, reading and writing to the intermediate-high level as described by the American Council on the Teaching of Foreign Languages (ACTFL). Students enrolled in this course will have maximal exposure to Chinese cultural elements that are integrated throughout the process of learning the language. Through student-centered activities, students will develop skills in using Chinese to comprehend, compare and contrast issues and ideas that are pertinent to their life and community. The course is divided into units for students to further improve their cultural knowledge and language skills built from prior levels. The course is taught entirely in Chinese and students are required to take AP Chinese exams at the end of the school year. **Prerequisite: MBA Chinese IV Honors.**

French I (Regular)

The first-year French course is an instructional program with the goals of developing communicative proficiency, laying a strong foundation in grammar and vocabulary, and promoting awareness and understanding of French and Francophone cultures. The course, which is taught entirely in French, invites students to view language learning as a journey and discovery process in which they are active participants. In the first part of the course, the primary focus is on the spoken language. Heavy emphasis is given to conversational routines, question formation, common phrases, and high frequency vocabulary. Students use the language to interact with their instructor and classmates on a daily basis. Elements of the written language are introduced gradually. Authentic documents and audio-visual resources are used to compliment activities from the textbook. In class, a variety of activities allow students to experiment with vocabulary and language structures. Among these are vocabulary contests, surveys, pair-work activities, oral interviews, games, oral quizzes, cultural presentations, and contextualized grammar exercises. Authentic language and cultural materials are interspersed throughout the course so that students have frequent opportunities to encounter French in a variety of genres including but not limited to music, poetry, prose, recipes, and magazine articles, and advertisements.

French II (Regular or Honors)

The French II course aims to build on the communicative proficiency, grammatical foundation and cultural knowledge developed in French I. Students are encouraged to actively expand their vocabularies and become proficient users of French in an increasingly wider range of communicative and interpretive tasks. Grammar is taught not for its own sake but for the purpose of advancing the student's communicative and interpretative abilities. Authentic documents are used to elicit spoken and written responses in French. Audio-visual and cultural materials are frequently used to enhance the learning process. Frequent role play activities allow students to explore a wide range of realistic communicative scenarios such as declining an invitation or ordering a coffee. Presentations on cultural topics allow students the opportunity to practice using a more formal style of communication. French II Honors differs from the French II Regular course in that additional work is required and a more critical evaluation is made of the student's work. The course is conducted in French. **Prerequisite: MBA French I or a placement test that includes an interview in French.**

French III (Honors)

Students continue to develop the four basic language skills: speaking, listening, reading, and writing. The third-year course introduces the student to a wide variety of print and audio documents from the French-speaking world and also deals with a variety of advanced grammar topics. The improvement and refinement of writing ability is emphasized in order to prepare those students who will continue in the AP French IV course in language. Emphasis is given especially to contemporary issues, whether in audio or print format, such as newspapers, magazines, videos and speeches created by and for native French speakers around the world. In addition to readings and listening documents, the study of grammar, vocabulary, and culture is continued through the use of targeted exercises, often adapted from authentic materials, as well as presentations, student recordings and compositions. The course is conducted entirely in French. **Prerequisite: MBA French II (Regular or Honors) or a placement test that includes an interview in French.**

French (AP): Language and Culture

The AP French Language and Culture course is designed to develop the student's communicative skills across the three communicative modes: interpersonal, interpretive, and presentational, using a wide range of authentic materials. The course revolves around the five language objectives as outlined in the Standards for Foreign Language Learning in the 21st Century: Communication, Culture, Connections, Comparisons, and Communities. Areas that will be covered during the school year include cultural knowledge and appreciation of the Francophone world, advanced grammar topics, and a consideration of a wide variety of topics across all six course themes: (1) global challenges; (2) science and technology; (3) contemporary life; (4) personal and public identities; (5) families and communities; and (6) beauty and aesthetics. The course provides opportunities for students to demonstrate their abilities in interpersonal, interpretive, and presentational communication. These three forms of communication are centered around a wide variety of topics ranging from the influences of French-speaking writers, philosophers and artists to contemporary issues such recycling, immigration, and artificial intelligence. Special emphasis will be given to group interaction and exploration of these topics. Students will interact with authentic sources (audio, visual, audiovisual, and print) designed by and for native speakers, such as Raymonde Carroll's Evidences invisibles, which explores cultural sticking points between the French and Americans. The primary emphasis will be on the student's linguistic engagement with the documents for the purpose of developing and communicating ideas in French, rather than acquiring fine-grained content knowledge of the covered topics. The course is conducted entirely in French. **Prerequisite: MBA French III Honors or MBA French II Honors with teacher recommendation or a placement test that includes an interview in French.**

German I (Regular)

This course introduces students to the basic elements of the German language and contemporary culture. German grammar and vocabulary are necessary and important elements of the course, but the primary focus is on rapid development of communicative and interpretative skills in writing and speaking. The course also uses culturally authentic materials to develop cross-cultural competency. The majority of instruction is in German, albeit at a level that is comprehensible to a beginner. Major themes of the course include, but are not limited to, the school day, families, hobbies and activities, careers, making appointments with friends, and personal interaction.

German II (Regular or Honors)

German II builds upon the vocabulary and grammar of German I and introduces students to more sophisticated texts and listening activities. As in German I, the primary focus is on the development of communicative and interpretive skills in writing and speaking. The course also uses culturally authentic materials to develop cross-cultural competency with a greater level of specificity than in German I, with the goal of introducing students to cultural product and practices in German culture. The majority of instruction is in German at a near-native level, but with occasional use of English to explain core concepts. Major themes build upon the world as it relates to students' lives, but expand to include more global issues as the year progresses. Both German II Honors and Regular cover the same scope of the language, but German II Honors delves much deeper into the specifics and nuances of the language and utilizes additional materials to enhance reading and listening skills. **Prerequisite: MBA German I or a placement test that includes an interview in German.**

German III (Honors)

German III Honors is marked by a transition from basic grammatical skills to the refinement of functional language skills in a reading, listening, and discussion-based environment. The topics covered by the course vary from year to year, but the focus is on developing vocabulary and reading strategies as students encounter native-level texts, understanding spoken German at a near-native level, and with developing great sophistication in the students' own writing and speaking skills. The course is conducted entirely in German. Students engage more fully with the culture of German through their reading and interpretation of texts, and students must also begin to combine their language use on a more critical and interdisciplinary level. **Prerequisite: MBA German II (Regulars or Honors) or a placement test that includes an interview in German.**

German (AP): Language and Culture

The focus of AP German IV is to prepare for the Advanced Placement exam. The AP exam is not based upon one particular subject matter but rather a broad spectrum of cultural and linguistic topics, the understanding of which is assessed in the student's competency to communicate fluently in both the interpersonal and presentational modes. This course develops language skills that are useful and lend themselves to a detailed exploration of the interests of students and of the teacher. The AP curriculum is divided into multiple units which focus on the acquisition of cultural knowledge and vocabulary relevant to a specific aspect of German cultural history. As the capstone in the AP course, students also complete an in-depth, quarter-long unit focused on a specific period in German literary history, concluding with the reading of a short novel entirely in German. In AP German, students also lead several Diskussionen based on articles or news pieces found on the internet or in German magazines. **Prerequisite: MBA German III Honors or a placement test that includes an interview in German.**

Spanish I (Regular)
Spanish I provides a structured approach that develops listening, reading, speaking, writing skills simultaneously along with cultural awareness of Spanish-speaking communities. These skills are all developed simultaneously through units covering the following themes: identifying self and others, school life, family, leisure time activities, vacations, shopping daily routines, food, and parties. Students are exposed to many primary source materials, including videos, audio, and written texts. By the end of the years, students are expected to manage a number of uncomplicated communicative tasks in straightforward situations on familiar topics and to understand fully, with relative ease, information from highly contextualized reading and listening texts. The course is conducted almost exclusively in Spanish.

Spanish II (Regular or Honors)
The second year of Spanish continues building upon the foundation of Spanish 1 and improving listening, reading, speaking, and writing skills along with enhanced cultural awareness of Spanish-speaking communities. These skills are all developed simultaneously through units covering the following themes: health and wellbeing, technology, home life, the environment, city life, professions and occupations, the arts, and current events and politics. Students are exposed to more complex primary source materials, including videos, audio, and written texts. By the end of the years, students are expected to be able to handle a variety of uncomplicated communicative tasks in a variety of contexts and show emerging control of different tenses, and to be able to understand short, non-complex texts that covey basic information on familiar topics. Assessments for honors students are more challenging, with higher interpretive and communicative language expectations than at the regulars level. The course is conducted entirely in Spanish. **Prerequisite: MBA Spanish I or a placement test that includes an interview in Spanish.**

Spanish III (Honors)
The third year of Spanish continues building upon the foundations established in levels 1 and 2 with special emphasis on cultural studies of the Spanish-speaking world. Throughout the year, students will work on refining their interpretive, oral, and written language abilities by exploring contextualized cultural content via literature, film, music, and art. Students will also continue to develop their understanding and use of more advanced language structures through targeted grammar study. The course is conducted entirely in Spanish. **Prerequisite: MBA Spanish II (Honors or Regular) with teacher recommendation or a placement test that includes an interview in Spanish.**

Spanish (AP): Language and Culture
The AP Spanish Language and Culture course focuses intensively on developing advanced comprehension and communication skills and understanding of the products, practices and perspectives of Spanish-language cultures vital for success on the AP Spanish Language and Culture Exam. The course includes a brief review of complex grammar structures, with greater emphasis placed on assimilating vocabulary necessary to engage in a wide ranging discussions about topics, such as literature, art, music, issues pertaining to Hispanics, history, and current events. This course will help students better understand and analyze both written and audio sources, as well as develop formal and interpersonal communication skills. Students will be exposed to a variety of authentic-source materials and the focus is less on learning about the topics, but using the information as a springboard to develop and argue original ideas. The course is conducted entirely in Spanish. **Prerequisite: MBA Spanish III Honors, MBA Spanish II Honors with teacher recommendation, or a placement test that includes an interview in Spanish.**

Spanish (AP): Literature and Culture
The AP Spanish Literature and Culture course focuses on literary analysis of major works and movements in Hispanic literature in order to prepare students for the AP Spanish Literature and Culture exam. Students will learn to read critically and to write and speak clearly about texts, genres, literary techniques, and themes. This course offers an opportunity to reinforce advanced Spanish language skills while learning how to recognize and analyze literary devices using primary source materials. All of the 38 works on the official AP Spanish Literature and Culture reading list will be taught during the academic year. In addition, this course will address the socio-cultural contexts necessary to comprehend each primary text as well as to recognize relationships between texts and literary movements. Students will be expected to analyze works across genres and periods, as well to recognize key characteristics and tropes of the works studied. This course will help students engage in critical reading, refine their understanding of formal and informal Spanish, analyze literary texts, and express academic ideas in Spanish with accuracy and fluency. This course is conducted exclusively in Spanish. **Prerequisite: MBA AP Spanish Language and Culture or by teacher recommendation and a placement test.**

Modern Language V (Honors)

The Modern Language V course is the highest level course offered in the Department of World Languages and is available to students who have already completed French AP Language & Culture, German AP Language & Culture, or Spanish AP Literature & Culture. It is intended for students who want to continue their language at the university level. The goal of this course is to provide students with the linguistic skills they will need to be successful at an advanced level in college and to prepare them with the expected cultural, literary, and historical backgrounds they will need to thrive in upper-level university language courses. Student language proficiency is expected to rise to the Advanced-Mid levels as described by the American Council on the Teaching of Foreign Languages (ACTFL). The expectations of student work will have a heavy emphasis on cultural and literary materials of a more complex nature than encountered in the AP courses, with a significant amount of reading in particular. Students enrolled in the fifth-year course will also be required to take a national proficiency exam (Avant, AAPL, etc.) in the spring. Students will be awarded academic credit upon successful completion of the course. **Prerequisite: MBA AP French: Language & Culture, MBA AP German: Language & Culture, or MBA AP Spanish: Literature & Culture with a score of 4 or 5 and teacher recommendation.**

Visual and Performing Arts

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Complete one credit from the following: bands, orchestral ensembles, choral ensembles, AP Music Theory, Studio Art, AP Art History, Theater Arts, or Studio Theater. A year's average of 70 is required.

Visual and Performing Arts Courses	Possible	Earned
Studio Art I	1	
Studio Art II	1	
Studio Art III or AP	1	
Studio Art IV AP	1	
Art History AP	1	
Theater Arts	1	
Studio Theater: Research and Production	1	
Big Red Chorus	1	
Chamber Choir	1	
Head of School Singers	1	
Basie Band	1	
Big Red Rhythm	1	
Ellington Band	1	
Sinfonia	1	
Chamber Orchestra	1	
Music Theory AP*	1	
Western Music History*	1	
Total Credits	**1**	
	Required	*Earned*

Studio Art I (Regular)
Studio Art I welcomes all high school students who have an interest in the visual arts. Students learn to apply the concepts of form in art (line, shape, value, texture, and color) by completing projects ranging from drawing and painting, to printmaking and sculpture. The course is complemented by exploring relevant art works and studies in the text, *Art Fundamentals*. By the conclusion of the year, students will have a portfolio of artworks reflective of their understanding, creativity, and personal growth.

Studio Art II (Regular)
Students in Studio Art II move to more personal projects that involve a more individual approach to problem solving. Each student is asked to think like an artist, manipulating the concepts learned in Studio Art I. Students explore a variety of media, including advanced printing and painting. With the permission of the instructor, any student can complete and submit an AP Studio Art 2-D Design portfolio. **Prerequisite: Studio Art I.**

Studio Art III (Regular)
Studio Art III involves the investigation and development of more advanced techniques in drawing, painting, printmaking, photography, and sculpture, while exploring artists, art movements, new media, and contemporary art practices. The course is designed for students wishing to continue beyond Studio Art II, but who are not ready for the challenge of Advanced Placement. Work created in Studio III may be incorporated into an AP Studio Art portfolio to be submitted to the College Board for college credit in AP Studio Art IV. **Prerequisite: Studio Art II.**

Studio Art III (AP)
AP Studio Art gives the exceptionally motivated student the opportunity to focus on creating a portfolio of high quality work based on a personal thesis. Through goal setting and cooperative evaluation, students are charged with creating a portfolio submission to the College Board for scoring. Students will create works relevant to their chosen portfolio, drawing 2D or 3D throughout the year and assembling their portfolios near the end of the second semester. AP Studio Art can be taken at both the III and IV level because of the differences in portfolio options of drawing, 2D design, and 3D design. Students wishing to complete a 3D portfolio in Art III must have broad experience in 3D via a Wilson Grant or summer study to ensure ample background to successfully create a 3D portfolio. **Prerequisite: Studio Art II and instructor approval.**

Studio Art IV (AP)
AP Studio Art gives the exceptionally motivated student the opportunity to focus on creating a portfolio of high quality work based on a personal thesis. Through goal setting and cooperative evaluation, students are charged with creating a portfolio submission to the College Board for scoring. Students will create works relevant to their chosen portfolio, drawing 2D or 3D throughout the year and assembling their portfolios near the end of the second semester. AP Studio Art can be taken at both the III and IV level because of the differences in portfolio options of drawing, 2D design, and 3D design. **Prerequisite: Studio Art III and instructor approval.**

Art History (AP)
The AP Art History course is an in-depth survey of 250 works targeted by the College Board, as seen through the art and architecture of cultures from around the world. This is a course of ideas. It asks each student to bring to the classroom the knowledge he has gained from his other classes as well as travel experiences. This course may serve as a history credit, i.e., requirement C, upon completion of the A and B history requirements and with approval from the chair of the History Department. If the C requirement has already been met, a student may take it as a history elective. This course may also fulfill the VAPA requirement if a student has not yet fulfilled that requirement. However, it cannot serve to fulfill more than one requirement (i.e., for both history and VAPA credit). This course is open to seniors, juniors, and sophomores. No previous art experience is needed.

Theater Arts (Regular)
This course, open to freshmen and sophomores, provides an introduction to the creative process of theater: acting, directing, writing, design, and theater history. In-class projects focus on collaboration, problem-solving, and building ensemble. Students learn to analyze dramatic works by attending plays and participating in all aspects of the lively world of theater. Can be repeated in 10th grade for additional credit. No experience is required.

Studio Theater: Research and Production (Regular)
This course, open to juniors and seniors, provides advanced study of the technical and artistic elements that combine to create theater. Students will have hands-on experience with different production elements each quarter, and the course will culminate with an evening of short plays at the end of the fourth quarter. Can be repeated in 12th grade for additional credit. **Prerequisite: Theater Arts or the approval of the instructor.**

Big Red Chorus (Regular)
The Big Red Chorus welcomes all who are interested in music. Chorus is a large ensemble that studies and performs a wide variety of music. This course focuses on the basics of vocal technique, posture, sight-reading and rehearsal skills. Members of the Big Red Chorus will participate in several performances throughout the year. The course is open to students in grades 9-12 and can be repeated for additional credit. **All new students must speak with the instructor prior to registration.**

Chamber Choir (Regular)
Chamber Choir is an **auditioned** large ensemble. Students are accepted to this ensemble after a successful audition in the spring. Chamber Choir focuses on a wide variety of music from classical to popular. This ensemble performs frequently on and off campus. This course is open to students in grades 10-12 and can be repeated for additional credit.

Head of School Singers (Regular)
The Head of School Singers is an **auditioned** small ensemble. Students are accepted to this ensemble after successfully participating in at least one year of an MBA music course and successfully auditioning in the spring. The Head of School Singers is MBA's most elite vocal group and focuses on a wide variety of music from classical to popular. The ensemble performs frequently on and off campus. This course is open to students in grades 11-12 and can be repeated for additional credit.

Basie Band (Regular)
The Basie Band, named after famous composer, arranger, pianist and band leader Count Basie, is the continuation of musical development in the band program at MBA. Students who played in the Junior School will continue into this course. Piano, guitar, bass, and drums **must audition** in the spring for the following year to be in any of the high school bands. Students learn more about instrument technique and mastery as well as musical concepts related to performance. Through technical and musical exercises, students are given the tools to succeed in playing quality musical literature on their instrument and in the ensemble. Through performance in the ensemble, solos, and small groups, students will continue to learn about musical concepts and elements including history, theory, aural skills, and composition. Music of all styles and genres will be taught and performed, including jazz, pop, classical, and the finest quality band literature available. This course can be repeated for additional credit.

Big Red Rhythm (Regular)
Big Red Rhythm is a developmental course for students wishing to be engaged in the band program on a rhythm section instrument: guitar, bass, piano or drums. While studying various genres and styles, this course concentrates on rhythm section instrument fundamentals and technique. Students will develop musical, artistic and aesthetic sensibility through the study of quality musical literature and by listening, analyzing, and studying master musicians. Music of all styles is performed to reinforce skills learned in class. Performance opportunities include recitals, school-wide assemblies, special events, Endada and other community events. This course can be repeated for additional credit.

Ellington Band (Regular)
The Ellington Band, named after the famous composer, arranger, pianist and band leader Edward "Duke" Ellington, is the premier jazz ensemble at Montgomery Bell Academy. This is an **audition-only** band – meaning any member of the high school may participate through auditions. The auditions may consist of, but are not limited to: a prepared selection, sight reading, scales and improvisation. This ensemble's focus is to prepare jazz students for their present and future roles in public performance and education by providing a comprehensive jazz curriculum spanning the great traditions of the past to the music of the present. Students will receive instruction in stylistic performance, music theory, music history, as well as in improvisation. Through performance in the ensemble, and small groups (jazz combos), students will continue to learn about advanced musical concepts and skills. Instrumentation for this ensemble will be that of a traditional jazz "big" band: Alto Saxophones, Tenor Saxophones, Baritone Saxophones, Trumpets, Trombones/baritones, and a rhythm section (piano, drum set, bass guitar, and guitar). This course can be repeated for additional credit.

Sinfonia (Regular)
Sinfonia is a string orchestra open to any high school student who plays violin, viola, cello or bass. Previous experience on an instrument is required and private lessons are also strongly encouraged. In this ensemble students will develop intermediate skills on their instrument, improve their own personal musical literacy and continue to learn their role in an ensemble. Students will not only participate in orchestral performances but also play in small groups at events around campus. This course can be repeated for additional credit.

Chamber Orchestra (Regular)
Chamber Orchestra is an advanced string ensemble for high school students. Entrance into this ensemble is based on past performance in Sinfonia and/or Prelude Orchestra. This group will be utilized in performances around campus in addition to combining for larger orchestral works. An expectation of preparing advanced music outside of class is expected. Literature options for this group will extend into Baroque, Classical, Romantic, Modern and the Avant-Garde. Auditioning for Mid-State is a requirement for taking the course. Private lessons are also strongly encouraged. This course can be repeated for additional credit. **Prerequisite: approval of the instructor.**

*Music Theory (AP)**

The AP Music Theory course for sophomores, juniors, and seniors is designed to develop the student's ability to recognize, understand, and describe the basic materials and processes of music. Aural, analytic, and composition skills are enhanced using both written and listening exercises. The course seeks to instill mastery of the basic elements of music, including intervals, scales, chords, metric/rhythmic patterns, and the terms used to describe these elements. Other tasks include the study of major and minor harmony, harmonization of melody, and score study. Students enrolled in this course will take the Advanced Placement test in May. This course will be taught in alternating school years with Western Music History. **Prerequisite: approval of the instructor.**

*Western Music History (Regular)**

Western Music History will explore the roots of the major genres of American music, including classical, church music, blues, jazz, Latin American genres (salsa, mariachi music, etc.), pop/rock, R&B, and hip-hop. Students will learn to evaluate, analyze, identify, and construct different musical styles while also learning about its historical context. The course is open to juniors and seniors with the approval of their current VAPA teacher if they have one and the instructor of the course if they do not. Rudimentary knowledge of music notation is required. This course may serve as a history credit, i.e., requirement C, upon completion of the A and B history requirements and with approval from the chair of the history department. If the C requirement has already been met, a student may take it as a history elective. This course may also fulfill the VAPA requirement if a student has not yet fulfilled that requirement. However, it cannot serve to fulfill more than one requirement (i.e., for both history and VAPA credit). This course will be taught in alternating school years with AP Music Theory. **Prerequisite: approval of the instructor.**

**Before registering for this course, consult the Department Chair to determine if the course will be offered in the following year.*

Advanced Research 7

For high-achieving students who wish to pursue a research project or independent study outside of the courses offered at MBA, a special Advanced Research course is offered. Taking this course requires a high degree of personal initiative and self-discipline.

Advanced Honors Research Course

This course is available for advanced junior and senior students who have a passion for a topic not covered in one of Montgomery Bell Academy's courses. Students may study a topic in-depth and provide colleges the opportunity to know that the student has gone above and beyond the normal curricular requirements of MBA. Satisfactory completion of the project will require a written paper of substantial length that documents the timeline, details, and scope of the project. Many projects may also require a public presentation.

This special project will not count as one of the required courses for MBA graduation and cannot be substituted for a class period during the school day. The course will receive grades of High Honors, Honors, Pass, or Fail for the two semesters in which the student is enrolled and will appear on the student's transcript with credit earned. There will be no GPA weight given to the research course, and it will not count toward determination of Valedictorian or Salutatorian.

A student wishing to pursue such a research project **needs the approval of both a research advisor** (the teacher who will be directly supervising and guiding the student's work) **AND the Academic Dean**. Projects that are approved and completed will be mentioned at Honors Convocation in the spring of each year. An archival copy of each completed project will be kept in the Patrick Wilson Library.