

# Manlius Pebble Hill School

**Upper School  
Course Descriptions  
2024 – 2025**

## UPPER SCHOOL PROGRAM INFORMATION

- Students must be enrolled in six classes each semester.
- Five essential academic courses are required each semester.
- An essential academic course is defined as a course that:
  - has a system of formal assessments, and
  - has regular and consistent assignments that are completed outside of class.
- Students in Grades 10 – 12 may be enrolled in a maximum of 8 classes each semester with permission from the Head of Upper School.
- Students in Grade 9 may be enrolled in a maximum of 7 classes in the first semester and 8 classes, with permission from the Head of Upper School, in the second semester.
- Students may enroll in a maximum of 3 Advanced Placement or Advanced Studies courses in a semester.
- Permission from the Head of Upper School or Coordinator of Studies is required to enroll in more than 3 Advanced Placement or Advanced Studies courses in a semester.
- Continuous enrollment in Core Health Physical Education and English is required in each semester for four years.
- A Senior Capstone must be completed by the end of senior year.

## GRADUATION CREDITS REQUIRED

- Graduation credits earned begin in 9<sup>th</sup> grade, even when advanced in Mathematics and World Language.
- A total of 28 credits are required for graduation.

Department	Required Credits
Core Health Physical Education (each semester)	4 credits
English (each semester)	4 credits
History (including 1 credit of U.S. History)	3 credits
Mathematics (including Algebra, Geometry, Algebra 2/Trigonometry)	3 credits
Science (including Biology, Chemistry, Physics)	3 credits
World Language (three years of the same language to Intermediate level)	3 credits
Visual and Performing Arts	1 credit
Computer Technology	0.5 credit
Core Health Wellness	0.5 credit
Senior Capstone Seminar	0.5 credit
Electives	5.5 credits
<b>Total</b>	<b>28 credits</b>

## Advanced Coursework at MPH

As announced in February 2022, MPH is transitioning beyond Advanced Placement (AP) courses and toward an advanced independent curriculum. Here are a few important points to keep in mind:

- The only AP course offered in 2024-25 will be AP Calculus BC.
- Courses that carry the “AS” designation (for Advanced Studies) are MPH’s most challenging, college-level courses that are not AP courses.
- Some departments have courses categorized as “advanced” because they are part of a progression of courses or require additional preparation to enroll in them. Only courses with the AS prefix are Advanced Studies courses.
- AS courses require independence, maturity, motivation, and skills beyond the expectations for most MPH courses.

These are the designated AS courses for 2024-2025, several of which are new for next year, and the departments that offer them:

- AS Principles of Gaming (English, first semester)
- AS The Evolution of the Antihero (English, first semester)
- AS In an Ideal World: Visions of Utopia in American Culture (English, first semester)
- AS Lit for Liars (English, second semester)
- AS Literature and Finance (English, second semester)
- AS Read Any Good Books Lately: Ethics and Literature (English, second semester)
- AS African American Studies and the Idea of Race (English, second semester)
- AS World History (History, full year)
- AS The American Experience (History, full year)
- AS Dynamics of Political Leadership (History, first semester)
- AS Power, Authority, Resistance: Understanding Societal Dynamics through Sociology and Political Philosophy (History, second semester)
- AS Model United Nations (History, first semester)
- AS Pre-Calculus (Mathematics, full year)
- AS Calculus I (Mathematics, full year)
- AS Statistics (Mathematics, full year)
- AS Biology (Science, full year)
- AS Chemistry I: Intro. to Organic and Biochemistry (Science, first semester)
- AS Chemistry II: Math-Intensive Inorganic Chemistry (Science, second semester)
- AS Physics I: Electricity and Magnetism (Science, first semester)
- AS Physics II: Light and Sound (Science, second semester)
- AS Vergil and Caesar: The Literature of Empire (World Language, full year)
- AS Latin American Art and Architecture (World Language, full year)

Additional information about this transition is available under the Academics tab of the MPH website. Visit <https://www.mphschool.org/ap-transition/>.

# Computer Technology Courses

The following courses satisfy the computer technology graduation requirement.

## **First Semester Courses**

### **Introduction to Programming**

Through a series of hands-on projects, you'll learn the fundamental building blocks of programming, the essential skills that power everything from games to websites. You'll tackle challenges, build projects, and gain a deep understanding of how code translates into real-world applications. The course also examines the way in which programmers approach solving problems and how that can be applied to other areas of your life. By the end of the course, you'll be comfortable writing basic programs and possess the skills to tackle more complex problems in the future.

### **Artificial Intelligence: Decoding the Cognitive Revolution**

This course provides an immersive journey into the workings, ethics, and startling transformative power of Artificial Intelligence (AI). Students will jump into real-world applications through project-based learning and simultaneously explore critical philosophical questions including the nature of biological intelligence and creativity. Traverse the history of AI up to and including the large language models behind tools like ChatGPT. Discover how AI systems learn and produce impressive outputs, how they can be overconfident, even hallucinate, and how to evaluate their performance. We will dissect intellectual property considerations, including AI assisted "cheating," and forecast AI's future. This technology, like calculators and the internet before, will be with us from here on out and will transform how we approach every aspect of our lives. How do we wield it effectively and ethically? Join us to decipher the potential and the pitfalls of AI, as we navigate through this exciting cognitive revolution in real-time!

### **The Psychology of Algorithms**

This course delves into the intriguing intersection of psychology and algorithms. We'll explore how these sets of instructions, shaping everything from social media to search engines, influence our thoughts, behaviors, and even our brains. Through lectures, discussions, and activities, we'll uncover the mechanics of algorithms, their impact on human cognition, and the ethical considerations surrounding their use in the age of artificial intelligence.

### **Exploring Robotics: From Virtual to Physical Worlds**

This hands-on, project-based course introduces students to the fundamental principles of robotics and the power of engineering programming. Students will learn to use Matlab, an engineering programming language, in order to simulate the physical behavior of sensors and actuators in robotic systems and to apply your skills to a real robotic platform which you will program to act in a physical arena in the classroom. Explore the principles of rigid body dynamics, navigation, mapping, and goal seeking in both virtual and physical two-dimensional worlds. Learn about key moments in the history of robotics, the current state of autonomous systems, and imagine a future where embodied machines work and live alongside us. If you're ready to explore the dynamic field of robotics and bring your ideas to life, join us!

## Second Semester Courses

### **Video Game Design**

This course builds upon previous coding experience to introduce the world of game design. Through a series of fun and interactive projects, you'll learn the fundamental skills needed to make your very own video games. You'll code your way through creating small games, tackling coding challenges, and analyzing existing games to see what makes them work. By the end of this course, you'll be well on your way to bringing your creative game concepts to life.

### **Artificial Intelligence: Decoding the Cognitive Revolution**

This course provides an immersive journey into the workings, ethics, and startling transformative power of Artificial Intelligence (AI). Students will jump into real-world applications through project-based learning and simultaneously explore critical philosophical questions including the nature of biological intelligence and creativity. Traverse the history of AI up to and including the large language models behind tools like ChatGPT. Discover how AI systems learn and produce impressive outputs, how they can be overconfident, even hallucinate, and how to evaluate their performance. We will dissect intellectual property considerations, including AI assisted "cheating," and forecast AI's future. This technology, like calculators and the internet before, will be with us from here on out and will transform how we approach every aspect of our lives. How do we wield it effectively and ethically? Join us to decipher the potential and the pitfalls of AI, as we navigate through this exciting cognitive revolution in real-time!

### **Electronics in Action: Building Interactive Programs**

This hands-on course will introduce you to the exciting world of electronics by building interactive projects using the Raspberry Pi and Raspberry Pico. You'll learn the foundational concepts like voltage, current, resistance and how to use breadboards and soldering tools to build circuits. The Raspberry Pi Pico, a small and powerful microcontroller, makes electronics projects accessible and will allow you to control a wide range of electronic components and express your creativity.

### **Intermed. Programming in C and C++: Algorithms and Object-Oriented Design** *Prereq.: Intro. to Programming*

This course takes you beyond the basics of programming, diving into the versatile languages of C and C++. These languages form the backbone of most modern operating systems, game engines, and high-performance software. You'll master object-oriented design, unravel complex algorithms, and explore computer architecture and efficient data structures. With hands-on projects, you'll experience the thrill of crafting efficient, high-performance code. If you're ready to gain a competitive edge and dive into the heart of modern computing, this course is your ticket. Join us and elevate your coding skills to new heights

## Core Health

At Manlius Pebble Hill, our students' health, safety, and well-being is our priority. Instruction on health and wellness is rooted in the interactions of the various components of each individual's life: social, emotional, physical, functional, and intellectual. In these course offerings, and across our academic curriculum and co-curricular programming such as Advisory, students learn about and reflect on the many factors that influence their health and wellness, including behavior, environment, relationships, decision making, critical thinking skills, and knowledge based on current research.

*There are two components to the Core Health graduation requirement: the one-semester Core Health Wellness course that is taken by tenth graders, and the four-credit physical education requirement, which may be fulfilled in a variety of ways described below.*

### **Core Health Wellness (Grade 10)**

This course emphasizes the consequences, both positive and negative, of personal choices, decisions, and behaviors. Students learn about the impacts of controllable factors on long-term health and wellness, and they improve their understanding of the external influences on their ideas and opinions. The study of nutrition, exercise, sleep, hydration, reproductive health (including discussion and activities related to contraceptive methods and abstinence), stress management, and healthy relationships form the core of the course. As the course progresses, students gain an appreciation of how the health of the mind, body, and spirit reinforce one another. On occasion, speakers from health-related community agencies present to and facilitate the class. Students acquire CPR/AED certification through this course. The semester this course is taken is determined when schedules are created.

## Upper School Physical Education

The Core Health Department's main point of emphasis is to instill healthy, lifelong fitness and wellness habits in our students. The department is committed to providing the knowledge and tools necessary for all of our students to become lifelong learners in physical fitness practices while finding physical activities that are not only age-appropriate, but also ones that they actually enjoy performing and can regularly participate in well beyond graduation.

The Core Health Department wants to ensure that all Upper School students have the chance to participate in activities that interest them as well as learning about the science behind and benefits of physical fitness. The school offers a range of physical education options for students to choose from in order to obtain the proper Physical Education credits that are required for graduation. Students can choose from a wide variety of sports, classes, or participate in a dance elective. In addition, students have the choice to do a combination of these options to meet the proper credit requirements.

### **Graduation Requirement**

Each student is required to complete one credit per year, for a total of four credits, by graduation. Students have several options to meet this criterion during each academic year.

## **Options**

### **Participate on Two Athletic Teams**

MPH's athletic teams participate in Section III of the New York State Public High School Athletic Association (NYSPHSAA). The following NYSPHSAA sports are offered at MPH: boys basketball, boys and girls cross country, boys and girls soccer, boys and girls tennis, boys and girls track and field, boys and girls golf, boys and girls alpine skiing and girls volleyball. In addition, we combine with other schools to offer boys baseball, and girls softball.

### **Participate in Dance**

Students may take dance for an entire school year or for one semester when combined with another option. Dance can satisfy either the Physical Education requirement or the Visual and Performing Arts requirement, not both concurrently.

### **Participate in Fitness Activities Outside of MPH**

Students can choose to pursue a dedicated and supervised physical activity or multiple activities of their choice outside of school. Examples of previous independent studies include gymnastics, martial arts, figure skating, swimming, and rock climbing. Students in grades 10 to 12 who do not participate in these activities can work with the Upper School Physical Education advisor to create a plan for their own fitness.

### **Participate in Physical Education Courses**

Both fall and spring semesters offer classes in Physical Education: Explorations in Fitness, Introduction to Strength Training, and Intermediate Strength Training. See the course descriptions below for more details.

**Participate in a combination of two of the options described above, e.g., one sport and a semester course.**

## **Physical Education Courses**

### **Explorations in Fitness**

This class is designed to educate students on the various opportunities to achieve physical fitness in regular life. We will be exploring outdoor activities, group exercise at local fitness locations, yoga and various recreational activities that offer improvements to physical and mental health. We will also get to know the Manlius Pebble Hill weight room and all it has to offer as well as creating routines and consistency to maintain physical activities in our lives going forward. This is a great option for those students who do not participate in a sports team or a physical activity outside of school.

### **Beginning Strength Training**

Throughout this course students establish their fitness level, set goals, and design their own resistance training program. We will study muscular anatomy and learn specific exercises to strengthen each muscle or muscle group. Students focus on proper form and technique while training. We will be recording our progress throughout the semester as well as cover topics such proper nutrition for muscle building, stretching and flexibility, and weight room safety. We will learn to navigate the weight room with confidence.

### **Intermediate Strength Training**

This course is designed for students with basic knowledge and practice of strength training already in place. In this course, students will learn about the musculoskeletal system, core, power, and weight training techniques. We will

cover proper spotting, lifting, and warm up routines and focus on the importance of goal setting while creating individualized workouts. Students will demonstrate an understanding of movement concepts, principles, and strategies as they apply to the learning and performance of physical activities. This course will also incorporate responsible personal and social behavior to achieve and maintain an improved level of physical fitness and athletic performance.



# English

English classes at MPH combine seminar discussions, group collaborations, independent in-class writing, quiet reflection, and other sorts of experiences that allow students to explore literature creatively and analytically. Through survey courses, electives, and Advanced Studies offerings, Upper School students explore a culturally diverse range of fiction, nonfiction, drama, and poetry, as well as journalism, art, film, and music. Our students assume increasing responsibility for their learning as they design projects, work collaboratively, evaluate their work, and reflect on the connections between classroom experiences and their own lives. The English Department provides additional learning opportunities through *the Pebble*, MPH's student news and culture magazine. Students must be continuously enrolled in an English class through all of their semesters in the Upper School.

## Courses for Graduation Credit

### Full-Year

#### **World Literature 9**

World Literature 9 builds a foundation of content and skills essential to all US English courses. In this course, students practice and refine analytical and narrative writing skills such as generating thesis statements, integrating and analyzing quotes to support an argument, organizing paragraphs, and establishing coherence and unity throughout an essay. A wide range of ancient and modern sources serve as the content and context for developing these skills. Students read texts from the two pillars of Western literature, the Biblical tradition and the Ancient Greek tradition, including stories from the Hebrew Bible and Christian scriptures, Sophocles' *Antigone* and *Oedipus Rex*, and Homer's *Odyssey*. Throughout the year, more modern readings in poetry, nonfiction, and fiction balance the older texts. This combination of readings induces students to appreciate and examine long-held ideas about character and culture, and to explore how the individual can find meaning within a larger world.

#### **World Literature 10**

In tenth grade, students encounter voices from around the world, as well as ones often left out of the canon of American and English literature, in modern short fiction, novels, plays, poetry, and essays. Some of the book length readings may include *The God of Small Things*, *Homegoing*, *Othello* and/or *Julius Caesar*. With each text, students consider the historical and cultural contexts (both the writers' and their own) that contribute to the layers of meaning available in the literature. Students practice writing in many modes – analytical, creative, descriptive, satirical, and more – often using the texts they have read as models for their own work. While exploring and experimenting with new perspectives and writing styles in World Literature 10, students think deeply and critically about these new experiences as well as their own assumptions and habits of thought.

### First Semester 11<sup>th</sup> and 12<sup>th</sup> Grade Courses

#### **Climate-Controlled: Literature in the Age of Global Warming**

If complacency about climate change is – as some writers and philosophers have argued – a failure of imagination, could storytellers and other imaginative professionals be uniquely positioned to help? This class examines literature as a technology for fighting global environmental catastrophe. Students will read and write stories in the burgeoning genre of climate science fiction (or “cli-fi”) and explore different strategies for dramatizing a problem that is easy to dismiss as abstract, slow-moving, and as diffuse as the slowly warming air around us.

### **Cultures of Basketball: Seeing America in 94 Feet (or Less)**

A professional basketball court is ninety-four feet in length, and within that distance (or less), many cultures and ways of seeing the world and being in the world come into focus: individualism and communitarianism, creativity and practicality, physicality and cerebral intelligence, masculinity and femininity, the desire for immediate gratification and the foresight of long-term planning, among others. This course examines basketball in America as a cultural phenomenon that can bring people together who otherwise might never connect with each other. Basketball is often called “the city game,” but it is equally a game played in the wide-open spaces of rural America. Progressing from the local level of youth and high school basketball to the national level of the NCAA and NBA, this course uses basketball (through literature and nonfiction, film, music, and maybe the occasional game in the gym), and the experience of the game by participants and observers, to understand America’s ideals and its realities.

### **Memoir/Narrative Writing**

This course will examine writing that focuses on memory and stories of the self, including interrogating the line between fact and fiction. We will study the elements of memoir including persona, voice, characterization, structure, setting, and style. This course will have a workshop style component to facilitate sharing and revising original work. **This is a course with an emphasis on writing.** Possible texts will include work by: Joan Didion, Joy Harjo, Tracy K. Smith, Jesmyn Ward, Colson Whitehead.

### **Watching the Watchmen: Crime and Detective Narratives in a Carceral Culture**

Writing about the hard-boiled detective novel he helped to invent, Raymond Chandler wrote, “Down these mean streets a man must go who is not himself mean...” This course investigates the cynicism and grittiness of detectives in relation to national incarceration rates. Is this relationship coincidental, or does our national fixation with hero detectives, warrior cops, and batmen suggest something more complex at work? Students in this class will examine portrayals of crime and crime fighting in fiction and film as a way of interrogating our national culture’s understanding of itself in relation to crime and policing.

### **AS The Evolution of the Antihero**

This course will track the evolution of the antihero throughout literature. We will examine the historical and cultural contexts that contributed to the construction and enduring popularity of this archetype. Particular consideration will be given to how antiheroes differ based on gender, sexuality, race, class, religion, etc. How is it that authors are able to make us feel empathy for characters with glaring flaws? Possible texts include *Frankenstein* by Mary Shelley, *The Picture of Dorian Gray* by Oscar Wilde, *Catcher in the Rye* by J.D. Salinger, *We Have Always Lived in the Castle* by Shirley Jackson, *Drown* by Junot Diaz, and *Hamlet* by William Shakespeare.

### **AS In an Ideal World: Visions of Utopia in American Culture**

Hereabouts or nearby, ambitious thinkers and leaders of most generations have tried to invent, borrow, or steal the formula for the perfect society. They have conjured up compelling philosophies, inspiring stories, daring social experiments, and utter disasters, sometimes all in the same attempt. What makes us think it will work...this time? Why does the vision visit some people and not everyone? What is at work in the worlds these leaders leave behind to drive them to their cause? This course asks students to wrestle with these questions and the utopian visions, their champions, their catalysts, and their confrontations with reality. Beginning with the Haudenosaunee Confederacy, arguably the oldest participatory democracy in the world, and its influence on America’s founding fathers, we will explore several social, political, and religious movements, as well as communes and cults, of the 19th and 20th centuries, through representations in fiction and non-fiction. We’ll cap all of this off by sampling filmmakers’ recent attempts to capture futurist utopian visions. Wakanda forever!

### **AS Principles of Gaming**

Students in this class will take a critical look at games – how they’re made, how they’re played, and how they shape and are shaped by the cultures around them. This class will be part literature/sociology/philosophy/history class and part gaming laboratory. This means students will analyze games as texts, as cultural artifacts, and as feats of engineering, in addition to playing and designing games of their own. Students will bring the perspectives and frameworks they learn from gaming to better understand select works of literature, and will examine how literature is and is not distinct from the game genre.

### **MSON The Politics of Horror (Or, The Horror of Politics)**

In 1982, Stephen King wrote that “the horror movie is innately conservative, even reactionary.” In 2022, this statement seems less dated than nonsensical. Contemporary filmmakers and horror writers like Jordan Peele, Stephen Graham Jones, and Carmen Maria Machado have turned horror stories into a go-to genre for progressive cultural criticism. So which is it? Yard signs may urge us to vote our hopes, not our fears, but anyone who’s lived through campaign season knows that politics and fear are as well-matched as the Frankenstein monster and his bride. Students in this class will use contemporary and classic horror novels, stories, and films to identify and analyze the political preoccupations of its authors and readers, and will ask whether “scary stories” are uniquely positioned to identify and critique our political beliefs.

## **Second Semester 11<sup>th</sup> and 12<sup>th</sup> Grade Courses**

### **Flash Fiction and Other Short Forms**

This course will examine the boundary between genres and will provide the opportunity to experiment with form, structure, and style. We will read and analyze short fiction, beginning with more traditional texts and building to experimental work. Students will keep journals, explore various ways of conveying narratives, and learn to be both precise and concise in their writing. This course will have a workshop style component to facilitate sharing and revising original work. **This is a course with an emphasis on writing.** Possible texts will include work by: Lydia Davis, Patricia Lockwood, Ernest Hemingway, William Carlos Williams, Grace Paley, Jamaica Kincaid, Clarice Lispector, Franz Kafka.

### **The Works and Worlds of William Shakespeare**

This class will survey Shakespeare’s works, life, and influence on the world. Students will practice reading Shakespeare from the perspective of literary critics, actors, audience members, and cultural critics as they examine his plays and the ways those plays have found afterlives in other cultures and eras. As students examine how different critical traditions and historical moments have interpreted, interrogated, or reimagined Shakespeare to serve their own needs, they will also seek to find relevance between Shakespeare’s works and the current moment, and to integrate their own creative or critical concerns with Shakespeare’s themes. Students will read widely from Shakespeare’s tragedies, comedies, histories, and poetry, and will produce both critical analysis and creative adaptations of his works.

### **With Great Power: Superheroes in American Literature and Culture**

One fish asks the other fish in the bowl if she thinks the water is cold. The other fish replies, “What’s water?” Like a fish so used to water that she knows of nothing else, you might be forgiven in 2024 for believing that all movies are superhero movies, but it was not always so. Before the Marvel Universe exploded all over our screens, there were other movie versions of DC and Marvel stories, silly TV shows before that, and before that comics, lots and

lots of comics. But what came before the comics? In *With Great Power*, we will explore the modern superheroes' ancestors in myths and stories, representations of superheroes and their creators in literature, and, of course, graphic novels, aka comics, and movies. What makes these characters, and their stories, so magnetic, so powerful, so mesmerizing, besides gamma radiation or mutant genes? If we tend to like characters we can identify with, why are we drawn to a time-traveling, caped sorcerer or a billionaire vigilante in a bat suit? In consultation with the works of cultural critics and scholars, students will confront these questions and more, as well as pose some questions of their own about the seemingly inexhaustible appeal of these larger (and smaller) than life characters and their enormous feats.

### **AS Read Any Good Books Lately: Ethics and Literature**

This course revolves around two questions: What does literature have to say about how to be good? And, is literature any good at saying it? People have been serving up moral lessons with a spoon full of story for as long as we have records of stories, morals, or people. Is narrative fiction any good at conveying how to live well? What about storytelling makes it a good or bad match for the teaching of morality? This course will look at specific texts, both "canonical" and contemporary, and analyze how the tools of literature can be used to convey or complicate our understandings of what it means to be "good."

### **AS Lit for Liars**

If literature is the craft of making beautiful things up (or, perhaps, making things up beautifully?), it's no wonder that there are so many stories about liars, fibbers, and fabulists. This course will look at how liars and tricksters are presented throughout literature, with particular focus on certain American myths and archetypes. Students will examine characters from *Gatsby* to *Iago* to Harold Hill to determine whether the act of saying things that are not true is anything more than "making things up," and whether making up falsehoods has anything to do with truth itself.

### **AS African American Studies and the Idea of Race**

The idea of race and the experiences of African Americans have shaped the development and character of the United States. By examining cultural, historical, and philosophical aspects of African American life since the sixteenth century, students in this course will develop an understanding of race as a social and political force in the United States. Three essential questions organize this course: Why has skin color mattered so much in the United States? Does the experience of freedom depend on restricting access to it? How has African American culture influenced American political activity? To explore these themes and questions, students will read and study the works of important writers, artists, and thinkers, including W. E. B. Du Bois, Zora Neale Hurston, James Baldwin, Jacob Lawrence, Betye Saar, Claudia Rankine, Jordan Peele, Jesmyn Ward, John Locke, Thomas Hobbes, Mary Wollstonecraft, Karl Marx, and Michel Foucault.

### **AS Literature and Finance**

This course will explore what money affords characters in terms of value, power, identity, and privilege. How does money shape society, for better or worse? How do systems of value in terms of aesthetics, culture, politics, and psychology work with or against systems of capital? We will use these questions to examine how money functions in our own society, regionally, nationally, and globally. **This is an advanced course with an emphasis on reading.** Possible texts include *The Mark and the Void* by Paul Murray, *The Dispossessed* by Ursula LeGuin, *Severance* by Ling Ma, and *American Psycho* by Bret Easton Ellis.

# History

The History Department prepares students to critically examine the human condition from pre-history to the contemporary world. We foster empathy and citizenship in our students, exploring individual and group identities through a myriad of views. A particular emphasis is placed on doing the work of a historian: research, analysis, criticism, perspective, narrative, and argument. To clearly articulate our understanding, we emphasize clear, concise historical writing, all to better understand contemporary socio-political issues. MPH History students, engaged in the historical process and marked by an atmosphere of respect, become informed global citizens.

## Courses for Graduation Credit

### **History 9 - Comparative Civics and Government**

In an increasingly interconnected world, the social contract between citizens and government has become increasingly scrutinized, where protests, activism, and civic engagement have become part of our international experience. This course aims to provide students with an enhanced understanding of civics and government, helping shape them into engaged and informed civic actors and providing opportunities to develop the historical skills necessary for success throughout high school. The course examines democratic, authoritarian, and theocratic governmental systems from the past to the present. Additionally, students will study the role of the individual citizen in the US system, the centrality of voting, the influence of lobbying, and the role of the media in modern US democracy. The class will focus on developing specific historical skills (historical significance, research, historical writing, textual source analysis, especially primary sources) through the content. Later in the year, students will take their understanding of government systems and apply historical research, writing, and critical thinking skills to their independent research.

### **History 10 - World History Survey**

World History Survey provides students with a solid background and context for understanding today's world. Building on the skills they developed in 8th grade, the course will begin with the foundations of civilization and the role of world religions in developing civilization. The major themes examined in the course include class, government, trade, cultural development, and conflict. Through a chronological approach, the goal of this class is to gain an understanding of human processes that dictate world development. Students will develop specific historical skills (historical significance, analysis, chronological thinking, historical writing). Throughout the course, students will work on synthesizing commonalities between civilizations, warfare, and cultures, evaluating current situations in historical terms, writing thesis papers, and completing two long-term projects. In addition to traditional assessments, class discussions and mini-projects will occur frequently.

### **AS World History (Grade 10)**

Making the connection between history and identity, this course surveys the human condition from the post-classical era to the present. Broadly, the college-level course examines the patterns that develop across historical periods, continuities and changes within periods, and the causal effects of major historical developments on future events. Thematically, the course explores the development and transformation of social structures, state-building, conflict, the interaction between humans and the environment, the intersection between cultures, and the development of economic systems in theory and practice. Additionally, the course focuses on developing the historical thinking skills of perspective and context, periodization, argumentation, analysis, and synthesis. Although this course uses standard forms of assessment, students will also engage in class discussions and debates,

write lengthy, college-level research papers, and explore history creatively through projects and multimedia presentations. A student-interest research project and presentation mark the end of the year.

### **History 11 - US History Survey through Primary Sources**

This course examines the narrative of our national history through the lens of American primary sources, emphasizing critical moments in US history. Examining US history through the rich collection of historical documents not only grounds the student in an understanding of the narrative history of the country, but the examination of these texts develops critical thinking that inspires the student to question the historical moments they are studying. From the Iroquois' Great Law of Peace to the Federalist papers to the Emancipation Proclamation, these seminal documents will help students navigate through the story of our nation, addressing topics such as fundamental American political principles, the development of an American identity, the institution of slavery, growth of business, and America's role in the world during the 20th and 21st centuries. As well as textual analysis, students are expected to complete written papers of varying lengths that focus on the thesis and narrative aspects of historical writing. Additionally, students are expected to participate in class discussions and debates and complete oral presentations.

### **AS The American Experience (Grade 11)**

Operating under the premise that the "language of the United States is protest," from its revolutionary origins to the modern fight for civil rights, this course allows students to navigate US history through social-cultural lenses. While this interdisciplinary course will investigate the US's social, political, economic, and cultural trajectory over time, it will use voices that have often been marginalized in the national story, such as women, enslaved Americans, Native Americans, and immigrants. It will also examine the moments of social and political change throughout the nation's history, looking at how the nation's founding ideals were incorporated into protest movements and expanding inclusion into the American identity. The readings for this course will include modern historical scholarship and primary sources, supplemented with American novels, poetry, photography, and film. Students will have the opportunity to produce research-based historical writing, oral presentations, and documentary filmmaking, as well as engage in college seminar-style discussions of the texts.

## **Electives**

### **First Semester**

#### **Global Citizenship: Through the Female Lens (Grades 9-12)**

Trade, information, and migration networks crisscross the globe in the twenty-first century. As a result, people make everyday choices that stem from and impact the lives of others in distant territories. Although national governments are responsible for official political decisions, globalization has politicized many choices that stretch beyond the recognized borders of nation-states. This course examines the roles and responsibilities of the average woman as a citizen of the world in the twenty-first century. Students will learn to inform themselves about global issues by using various traditional and non-traditional media, and they will produce a diverse array of scholarship to convey their mastery of the course's skills and contents.

#### **Model United Nations (Grades 9-10)**

Model United Nations is a first-semester class open to any high school student and may be taken for multiple years. Students routinely enroll in MUN for all four years of Upper School. This course allows students to represent assigned countries at Model United Nations conferences. Students are required to attend a specified number of local or regional conferences. The long-term goal of the course is to produce students prepared to go out into the

world with intellectual, psycho-social-emotional, and communicative skill sets necessary to be change agents in their communities and the world. These skills are developed as students conduct in-depth research, write position papers and resolutions from different perspectives, negotiate policy, and agree on resolutions. Students learn about a host of world issues, such as international economics, nuclear proliferation, the weaponization of space, biopiracy, and the trafficking of women and children. During conferences, after being assigned a UN committee, students adopt the perspective of a country and must maintain this perspective while formulating their arguments and creating solutions to global issues. During the research process, students are challenged to verbalize and communicate what they are learning through debate and public speaking. MPMUN students learn the importance of being informed global citizens. MUN can be taken in multiple years.

### **AS Dynamics of Political Leadership (Grades 11-12)**

This course takes an academic approach to understanding great political leaders. While the course will look at leadership across modern history, it will also take a theoretical approach similar to a political science course. The goal is not only to examine the traits and styles of political leaders transcending history but also to think more critically about the function of leadership in modern society. Essential questions include: How do great political leaders instill a desire in the public to follow them? What are the characteristics of great political leadership? What leadership styles are more effective than others? What personal attributes are required for effective leadership? How do leaders manage crises? And how do the constraints of a political system affect a leader's decisions? Beginning with a broad examination of leadership qualities and styles, as well as the constraints of political systems, the course then focuses on the contemporary American political system and examines political leadership in "real time." Using the analytical lenses developed in the first half of the course, students will assess and evaluate political leadership in both the past and the present. The course will culminate with each student conducting a qualitative analysis of a political leader during a crisis. This course also offers students an opportunity to study in real time the 2024 US presidential and congressional elections.

### **AS Model United Nations (Grades 11-12)**

Advanced Studies Model United Nations is a first-semester class for grades 11 and 12 students. This course closely follows the Model United Nations course, and it is encouraged, although optional, that students have the requisite Model United Nations course before taking the AS component. The Advanced Studies course allows students to represent assigned countries at Model United Nations conferences. Students are required to attend a specified number of local or regional conferences. The long-term goal of the course is to produce students prepared to go out into the world with intellectual, psycho-social-emotional, and communicative skill sets necessary to be change agents in their communities and the world. These skills are developed as students conduct in-depth research, write position papers and resolutions from different perspectives, negotiate policy, and agree on resolutions. Advanced Studies students model research and writing skills to the underclassmen and peer review underclassmen's work. Further, Advanced Studies students learn International Relations theory and produce an extensive paper on a current world issue similar to the *Council of Foreign Relations Backgrounders*.

## **Second Semester**

### **The Great Salt City: The History of the Syracuse Area (Grades 9-12)**

The history of Syracuse and the surrounding area is rich and complex. From the Jerry Rescue to the Syracuse University graduate Joe Biden, our area is one to be proud of. Syracuse Studies will extend skills students have developed and practiced in previous history courses, including an independent, in-depth exploration of primary and secondary sources. Students will learn how to analyze, catalog, and write about archival material and create a culminating project that will include a substantial body of writing and a presentation. Students will also explore

local archives, the time capsules of unique documents, records, and objects that preserve historical memory and help historians better understand cultural, social, and political forces. Using resources from the Onondaga Historical Association, students will delve into parts of the Syracuse area's history waiting to be reopened.

### **Introduction to Economics (Grades 10-12)**

Introduction to Economics is a foundational course that provides an overview of microeconomics and macroeconomics, offering students an understanding of how human behavior interacts with and informs economies. Students will explore topics such as supply and demand, market structures, consumer behavior, production costs, and larger concepts such as inflation, unemployment, economic growth, fiscal and monetary policies, and international trade. The course is generally a project-based class, and students can expect to apply learning to real-world situations.

### **AS Power, Authority, Resistance: Understanding Societal Dynamics through Sociology and Political Philosophy (Grades 10-12)**

This course offers a comprehensive exploration of the intersection between sociology and political philosophy, focusing on how social structures and political ideologies shape and influence each other. Through an interdisciplinary approach, students will examine key theories, concepts, and debates within sociology and political philosophy to better understand societal dynamics, power relations, and individuals' roles within broader social and political contexts. During this semester-long course, students will explore foundational principles of sociology (such as functionalism, conflict theory, and symbolic interaction) through the classic works of Marx, Weber, and Putnam and examine the essential principles of Enlightenment political philosophy from Hobbes, Locke, and Rousseau. The course will also concentrate on the following themes at the nexus of both sociology and political philosophy: Power, Authority, and Legitimacy; Social Stratification and Political Inequality; the State and Civil Society; Ideologies and Political Movements; Social Change and Revolution; and Globalization and Cosmopolitanism. As an MPH Advanced Studies course, there will be an emphasis on reading challenging college-level texts, discussion-based classes, and college-style seminars, as well as an opportunity to do extensive research on a particular topic of interest.



# Innovation and Leadership

Our Innovation and Leadership classes are created to help students grow into innovative, impactful leaders. Classes emphasize leadership and service skills development and facilitate experiential learning opportunities for students, often with local businesses and organizations.

## **First Semester**

### **Entrepreneurial Studies: The Startup**

The Startup dissects the process through which businesses evolve from idea to sustainable enterprise. Students explore strategic visioning through the framework of the business model canvas and develop a familiarity with basic economic principles and business terminology. Through readings, TED Talks, podcasts, and guest speakers, students will learn about business startups including successes and common pitfalls. The class places a priority on developing core entrepreneurial skills like strategic thinking, communication, collaboration, and decision making. Students apply their skills and knowledge in a final project that asks them to develop a business model and pitch it to a panel of local business people.

## **Second Semester**

### **Entrepreneurial Studies: The Small Business**

The Small Business is an experiential-based course that provides real-life opportunities for students to experience the challenges and opportunities people face in sustaining a small local business. Using local businesses and the MPH Campus Shop as a laboratory, students explore opportunities for growth and innovation, and then pitch a strategy on pursuing those opportunities to real-life business owner(s). Beyond a small list of required readings, most research will be done independently when preparing the strategies for each business pitch. Students in The Small Business should be prepared to develop core skills that include: public speaking, interpersonal communication, collaboration, and strategic thinking. With the reliance upon the generosity of local businesses, consistent attendance and adherence to deadlines is a must.

# Malone Schools Online Network

Manlius Pebble Hill School is the only school in New York State to be included in the Malone Schools Online Network (MSON), a consortium of 28 of the nation's most highly regarded independent schools. Together with our MSON partners, MPH offers students an interactive distance learning experience. Our students have access to an expanded advanced curriculum and can take courses taught by other member schools – and by MPH faculty – in real time with students from across the country.

## MSON FAQ's

### Academic Information

- Available to Juniors and Seniors.
- Courses are comparable to, or more advanced than, Advanced Placement and Advanced Studies courses.
- Courses are considered essential academic subjects (count toward 6 each semester).
- Courses are available in full-year and semester (fall and spring) options.
- Go to <https://maloneschoolsonline.org/> to view the 2024-2025 Course Catalog.
- Hard copies of the MSON catalog, schedule, and calendar are available in the Division Office
- Submit MSON Course Registration Form to MSON Academic Liaison (Mr. Twomey-Smith) by the end of the course registration process.
- Courses may be dropped before the 4<sup>th</sup> class meeting.
- Courses may be added before the 3<sup>rd</sup> class meeting depending on space availability.
- Classes meet 2 times per 5-day week.
- Class meeting times are not aligned with MPH class times.
- Students must attend a minimum of 80% of their MSON classes.
- Students are responsible for attending classes when MPH is not in session for reasons including, but not limited to planned school closures (holidays, in-service days), sports practices and games, class trips, field trips, snow days, illness.
- It is essential that students communicate regularly with their MSON instructor via email, particularly regarding specific circumstances that affect participation in class. To this end, students must regularly check their MPH email account for both instructor and MSON communications. All student email communication with instructors must be carbon copied to Mr. Twomey-Smith.
- MSON classes that meet during the MPH school day must be attended from the designated MSON space.
- MSON classes that meet after the MPH school day has ended may be taken on a student laptop in another location outside of the MSON classroom.
- The MPH MSON Academic Liaison (Mr. Twomey-Smith) coordinates with the course instructors and students to arrange for taking quizzes and exams outside of class time.
- All quizzes and exams must be taken in a location designated by the MSON Academic Liaison unless otherwise directed by the course instructor.

### Registration Information

- Students register for MSON courses by turning in the Course Registration Form to Mr. Twomey-Smith during the course selection period.
- MSON courses are included in the maximum number of courses that students may select in their Course Requests.
- Students who request MSON courses will be contacted by the MPH MSON Academic Liaison to provide additional information for enrollment in their MSON course(s).
- Enrollment in MSON courses is ultimately determined by the MSON Registrar.

# Mathematics

Manlius Pebble Hill math classes are multi-grade level to allow students to complete an appropriate three-year sequence of college preparatory mathematics. Most students take four years of math in Upper School. The Math Department offers two vigorous pathways for students to be invested in their study of math: one is rooted in algebraic skills and statistical analysis, and the other in theory and proof leading to the study of calculus. Whenever possible, we utilize a five-point approach to presenting material: numerically, algebraically, graphically, descriptively, and concretely (through an activity or with a picture). Teachers blend the best of traditional pedagogy with proven contemporary teaching practices, including frequent collaborative projects and open-ended investigative activities. Students are encouraged to take intellectual risks by raising questions and formulating conjectures using mathematical arguments. As part of the MPH's support of writing for life, students are required to express mathematical concepts in clear, coherent prose in their math courses. Courses are designed to encourage students to embrace conceptual challenges, function independently, and enjoy delving into problem solving.

To ensure that students are successful in their upcoming course, summer assignments are given to provide continued practice with the material to strengthen skills and reinforce content knowledge. Some students may be requested to seek guided summer work with a tutor in preparation for the next year's course.

## Courses for Graduation Credit

### **Algebra 1 S**

*Pre-requisite: Math 8*

This algebra course is offered to 9th grade students interested in studying statistics and analyzing data. In this course, students pursue traditional topics of algebra: solving equations and inequalities, linear functions and graphing, systems of linear functions and inequalities, operations with polynomials, quadratic functions, and rational and irrational numbers. In addition, students pursue basic topics of statistics: linear regression, data spread, and summarizing categorical data in a two-way frequency table. The course pays special attention to algebraic manipulation skills, communication of ideas, developing the relationship between algebraic models and graphs, data fluency, and the use of the graphing calculator.

### **Algebra 1 C**

*Pre-requisite: Math 8 and teacher recommendation*

This algebra course is offered to 9th grade students interested in studying calculus. This course is for students who enjoy delving into how and why mathematical concepts work. Students pursue a variety of topics of algebra: solving equations and inequalities, graphing functions, systems of linear functions and inequalities, operations with polynomials, quadratic functions, rational and irrational numbers, functional notation, and mathematical fluency. The course devotes special attention to problem solving skills, abstract thinking, written communication of ideas, developing the relationship between algebraic models and graphs, and the use of the graphing calculator.

### **Geometry S**

*Pre-requisite: Algebra*

The second course in this mathematics sequence for statistics introduces students to geometric concepts. Students examine topics in plane geometry using algebra as a foundation for each unit. Euclidean geometry is introduced as an axiomatic mathematical model founded on postulates. Theorems and definitions are used to justify equations for solving problems focused on segments, angles, triangles, parallel lines, quadrilaterals, and circles. Through activities, students explore the properties of geometric shapes using hands-on explorations, including constructions

with the compass and straight edge. In addition, statistical concepts will be used to summarize large data sets by reducing their complexity to a few key values that model their center and spread. Distributions will be used to analyze data sets.

### **Geometry C**

*Pre-requisite: Algebra 1C*

The second course in the mathematics sequence for calculus is offered to students who have successfully completed Algebra 1C. This course introduces Euclidean geometry as an axiomatic mathematical model founded on postulates, and students experience its development through the proof, exploration of theorems and properties, and applications of algebra. Students focus on creating two-column proofs of properties and theorems for triangles, parallel lines, quadrilaterals, and circles. Constructions with a compass and straight edge are used to create designs and explore the properties of geometric shapes.

### **Algebra 2/Trigonometry S**

*Pre-requisite: Geometry*

The third course in the mathematics sequence for statistics stresses algebraic manipulations, problem solving, exploring rational, radical, and quadratic equations. Students continue their study of algebraic structures, including the real number system and the development of function theory. Algebraic manipulations involving whole number, integral, and fractional exponents are examined. Trigonometric functions are introduced from the viewpoint of the unit circle, and students analyze their graphs and applications. The graphing calculator is used to explore and solve equations, to check solutions, to discover properties of functions, and to simplify calculations. Topics in probability focus on the use of conditional probability. Extensive statistics work is done to help students understand how population parameters can help to infer properties about populations.

### **Algebra 2/Trigonometry C**

*Pre-requisite: Geometry C*

This course stresses algebraic techniques, problem solving, and exploring rational, radical, and quadratic equations. Students continue their study of algebraic structures, including the real and complex number systems. The course focuses on the theory of functions. Trigonometric functions are introduced from the viewpoint of the unit circle, then analyzed through graphs and applications. The algebraic and graphical characteristics of exponential and logarithmic functions are introduced. The graphing calculator is used to solve and check equations, and to discover the properties of all the functions studied.

### **College Algebra S**

*Pre-requisite: Algebra 2/Trigonometry*

This course is for those students who would like further practice with algebraic manipulations and the study of functions. Topics include a review of algebraic manipulations, linear and quadratic equations and inequalities, characteristics of functions, and manipulations with linear, quadratic, and higher degree polynomial functions, rational, exponential, and logarithmic functions. The unit circle, right triangles, graphs, and applications of trigonometry are also studied. Students will pursue several topics in statistics: solve problems using permutations and combinations of compound events, use probabilities to influence decisions, summarize, represent, and interpret data on two categorical and quantitative variables. The calculator plays an integral role in discovering mathematical concepts.

### **AS Pre-Calculus**

*Pre-requisite: Algebra 2/Trigonometry C*

Pre-calculus builds on the skills developed in the Upper School mathematics calculus sequence. It places a strong emphasis on problem solving. Sound manipulative algebra skills are necessary. Students analyze the relationships between numeric, algebraic, and graphic representations of linear, quadratic, exponential, logarithmic, polynomial, rational, and trigonometric functions, along with the special characteristics of each function. The graphing calculator, Calculator Based Laboratory (CBL), various probes, programs, computer software, and applications

provide a variety of ways to explore and create mathematics. Algebraic proofs are discussed to provide a greater understanding and appreciation of our mathematical system in preparation for college-level math courses.

### **AS Calculus I**

*Pre-requisite: Pre-Calculus*

AS Calculus I builds on the intuitive approach of AS Pre-Calculus to develop the concepts of derivatives and integrals and their algebraic processes. Using derivatives to describe rates of change of one variable with respect to another or using definite integrals to describe the net change in one variable over an interval of another, enables students to understand change in a variety of contexts. The relationship between integration and differentiation as expressed in the Fundamental Theorem of Calculus is a central idea in AS Calculus I. Using definitions and theorems to build arguments and justify conclusions are a major emphasis.

### **Advanced Placement Calculus BC**

*Pre-requisite: AP Calculus AB*

The second year of calculus covers topics unique to the Advanced Placement Calculus BC curriculum and numerous applications of calculus. Topics include vector and parametric functions and their derivatives, polar coordinates, rigorous definitions of limits, advanced integration techniques with improper integrals, and an extensive treatment of infinite sequences and series. Using definitions and theorems to build arguments and justify conclusions are a major emphasis of the AP course. The course includes thorough preparation for the AP Calculus BC exam, including a demanding review of Calculus AB from an advanced viewpoint.

### **AS Statistics**

*Pre-requisite: Algebra 2/Trigonometry*

AS Statistics focuses on the analysis of data with an emphasis on observing patterns in data and the departures from those patterns. Students produce models of data using regression analysis, probability, and simulation in order to anticipate and predict patterns beyond the measured data. They observe the normal distribution and learn how to mathematically describe variations from the norm. Students study the process of sampling and sampling distributions to produce a confidence interval and to make an inference about a population based on the sample. The binomial and normal distributions provide good models for inference. Students use several tests of significance to make inferences, including the "z," "t," and Chi-Square tests.

# Science

The Science Department believes students must attain scientific literacy to be informed global citizens. This literacy enables them to evaluate differing ideas, facts, and opinions when making ethical decisions. As a department, we view these competencies as essential thinking skills and are dedicated to fostering them through hands-on and inquiry-based learning. Rather than simply presenting facts, we guide students in formulating questions based on their observations and systematically answering them.

At MPH, our approach to science is open-ended. We provide opportunities for both individual and team-based work, allowing students to develop the skills needed to test questions using the scientific process. This process involves researching questions, designing and executing experiments, problem-solving, data analysis, drawing conclusions, and communicating findings. This approach ensures that studying biology, chemistry, and physics lays a solid foundation for lifelong learning.

## Courses for Graduation Credit

### **Biology (Grade 9)**

Introductory topics include the diversity and classification of living things, ecology, evolution, genetics, cell biology, and human environmental impact. Unifying themes stressed throughout the year are evolution, energy transfer, the relationship of structure to function, interdependence in nature, and regulation. Laboratory activities help students to understand that science is a process and to develop essential skills in scientific expression and qualitative and quantitative analysis. Biology challenges students to think critically to understand the larger significance of the life sciences.

### **Chemistry (Grade 10)**

This introductory course covers the basic concepts of inorganic chemistry. The major units are matter and energy, atomic structure, the periodic law, chemical bonding and reactions, stoichiometry, solutions, gasses, and the reactions of acids and bases. The course encompasses both the conceptual aspects of chemical theories and the application of mathematical formulas to the course concepts. Involving both quantitative and qualitative methods, laboratory exercises reinforce the course content and allow hands-on experience with each of the topics.

### **The Physics of Motion: Visualizing Energy (Grades 11-12)**

*Prerequisite: Geometry*

The Physics of Motion is a largely experiment-driven course teaching students the study of physical phenomena with a heavy emphasis on laboratory skills. Topics include motion and the study of mechanics, electricity and magnetism, waves, and optics. Graphs are a primary tool to represent the relationships between experiments and grounding concepts visually. Because this class requires familiarity with algebra, geometry, and graphical analysis, students must have completed Geometry or equivalent courses before enrolling in The Physics of Motion.

### **General Physics (Grades 11-12)**

*Prerequisite: Algebra 2/Trigonometry*

Physics is an in-depth study of physical phenomena. The topics covered include vector analysis, mechanics, electricity, magnetism, waves, and optics. Physical problem-solving is emphasized throughout the course, and laboratory investigations reinforce concepts and develop analytical skills. Because the course is highly mathematical and requires familiarity with algebra, trigonometry, geometry, and graphical analysis, students must

have completed Algebra 2/Trigonometry or the equivalent before enrolling in Physics. General Physics students must be concurrently enrolled in an advanced math class such as College Algebra S, AS Pre-Calculus, or AS Calculus.

## Elective Courses

### Full Year Electives

#### **AS Biology**

*Pre-requisite: Biology and Chemistry*

This year-long advanced studies course explores our biological world, building from molecular to cellular, organismal, population, and ecological interactions. Topics covered will include biochemistry, cell structure and function, cellular energetics, cell communication and signaling, molecular genetics, heredity, ecology, and evolution through natural selection. In each unit, students will do inquiry-based lab activities and present them in digital poster formats. Students will also learn skills to help them read and critique primary scientific literature. In addition, students will design and carry out their independent research projects.

#### **AS Physics: Mechanics (Grades 11-12) Next offered 2025 - 2026**

*Pre-requisite: Completion of or enrollment in Calculus*

The Advanced Studies Physics C course forms the first part of the college-level sequence that serves as the foundation in physics for students intending to major in the physical sciences or engineering. Strong emphasis is placed on solving various challenging problems, many requiring calculus. The primary emphasis of Advanced Studies Mechanics is on Newtonian mechanics. The use of calculus in problem-solving, derivations, and formulating principles increases as the year progresses. Topics include the laws of motion; work, energy, power, and conservation of energy; momentum; rotation and rolling motion; simple harmonic motion; and gravitation. Advanced Studies Physics is taught as a first-year college course; although prior enrollment in physics is not required, enrolled students must have the approval of the Advanced Studies Physics instructor.

### First Semester Electives

#### **AS Chemistry I: Intro. to Organic and Biochemistry (Grades 11-12)**

*Pre-requisite: Biology and Chemistry*

For many STEM majors, organic chemistry and biochemistry are two of the most challenging classes taken in their undergraduate years. This class provides students with a robust knowledge base, offering them a jump start by introducing them to the major classes of biological compounds, their structures, and their chemical properties. Additionally, students will develop a fundamental understanding of organic chemistry topics including organic functional groups, nomenclature, stereochemistry, visualization of organic structures, and organic reactions. This course is intended for juniors and seniors with a demonstrated and motivated interest in STEM fields.

#### **AS Physics I: Electricity and Magnetism (Grade 12)**

*Prerequisites: Physics or AP Physics C: Mechanics*

Electricity and Magnetism is an advanced examination of the fundamental principles that underpin many aspects of contemporary society. This comprehensive course delves into the intricacies of electric forces and fields, the dynamics of charged particles, circuitry, magnetic fields, and the principles of electromagnetism. The curriculum is designed to foster proficient problem-solving skills, with a focus on practical applications and the development of analytical capabilities through laboratory experimentation.

### **Scientific Communication: Science in Media (Grades 11-12)**

From scientific journals to the most popular movies, science is communicated in several ways. This class will critically examine how the process of science is both represented and misrepresented in popular culture as well as how it is communicated within the scientific community. Students will review journal articles, rewrite them for different audiences, as well as prepare multimedia reports to share current science news. This class will require a basic understanding of biology, chemistry, and physics to discuss a variety of topics ranging from artificial intelligence to nuclear fusion, as well as student-driven topics, this interdisciplinary examination of topics will allow students to enrich their scientific literacy and understanding. The class will culminate with a case study of how science was communicated and treated throughout the COVID pandemic.

## **Second Semester Electives**

### **Plant Science**

This introductory plant science course offers students a comprehensive exploration of the morphology, anatomy, development, metabolism, physiology, and evolution of plants. Through engaging discussions and hands-on activities, students delve into the fascinating world of plant biology, emphasizing the significance of plant domestication and their economic and ecological importance. Topics cover a wide range of plant functions, from growth and reproduction to responses to environmental stimuli, providing a solid foundation for understanding the critical roles plants play in sustaining life on Earth. By the end of the course, students will have gained a deep appreciation for the diversity and complexity of plant life, as well as its profound implications for agriculture, ecology, and human well-being.

### **MPH Goes CSI: Forensic Science (Grades 11-12)**

Have you ever wondered how DNA can be manipulated to prove guilt or innocence? Did you know that lipstick left on a glass can be evaluated and then linked to a specific brand and, perhaps, a person? Are you interested in learning how to lift fingerprints left on an object? This forensic course will apply new and well-established lab techniques to the evidence left at a staged crime. The course is a series of experiments that lead a team of investigators to decide upon a possible perpetrator from a field of suspects. The final project involves solving a crime staged in the classroom with faculty serving as suspects.

### **AS Chemistry II: Math-Intensive Inorganic Chemistry (Grades 11-12)**

*Prerequisites: Biology and Chemistry*

This chemistry class introduces the fundamentals of equilibrium, kinetics, acid-base theories, and thermodynamics. This Advanced Studies course will further examine the mathematical basis for these topics in greater detail. Topics include reaction orders, determining rate constants, equilibrium constants, ICE tables, Gibbs free energy, and other topics typically covered in the second semester of a college chemistry sequence. This course is intended for juniors and seniors and will be mathematically intensive, requiring the successful completion of, or co-enrollment in, either College Algebra or AS Pre-Calculus.

### **AS Physics II: Light and Sound (Grade 12)**

*Prerequisites: Physics or AP Physics C: Mechanics*

This calculus-based physics course delves into the intricate world of waves, with a specific emphasis on the phenomena of light and sound. Through a combination of theoretical analysis, mathematical modeling, and hands-on experimentation, students will explore the fundamental principles governing wave motion, propagation, and interaction. From the wave nature of light and its behavior in various mediums to the propagation of sound waves through different materials, students will gain a deep understanding of wave mechanics and its applications in fields such as optics, acoustics, and beyond. By mastering the calculus-based approach to wave physics, students



will develop critical thinking skills and analytical abilities essential for tackling complex problems in the study of light and sound.

### **MSON Scientific Communication: Science in Media (Grades 11-12)**

From scientific journals to the most popular movies, science is communicated in several ways. This class will critically examine how the process of science is both represented and misrepresented in popular culture as well as how it is communicated within the scientific community. Students will review journal articles, rewrite them for different audiences, as well as prepare multimedia reports to share current science news. This class will require a basic understanding of biology, chemistry, and physics to discuss a variety of topics ranging from artificial intelligence to nuclear fusion, as well as student-driven topics, this interdisciplinary examination of topics will allow students to enrich their scientific literacy and understanding. The class will culminate with a case study of how science was communicated and treated throughout the COVID pandemic.

### **Independent STEM Projects (Grades 9-12)**

The Science Department offers an exciting opportunity for students to continue the thread of independent scientific research. The Department designed benchmarks to support interested students in their quest to complete independent STEM fair projects culminating with participation in the MPH and Central New York Science and Engineering Fairs. Interested students enroll in the third quarter class and meet on an as-needed basis with a mentoring member of the Science Department. Over the years, participating Upper School students have enjoyed great success with their independent science research.

## **Senior Capstone Seminar**

This course will meet once per cycle for the full school year to prepare and support students throughout their Senior Capstone. Students will study the methods and conventions of academic research to understand how project management might vary across different academic disciplines. Students will research and discuss citation methods, writing, and revision strategies, and as the year goes on, this course will serve as a workshop and peer community for students to brainstorm, experiment, and troubleshoot their capstone projects. In addition to their capstone-specific preparation, this course will equip students to approach their post-high school career with experience and confidence. This is a required course for all seniors.

# Visual & Performing Arts

## Performing Arts

The Performing Arts courses foster an environment within the MPH community where students express themselves creatively through movement, music, and drama. MPH's student performers learn that creativity requires careful intellect, meaningful purpose, and thoughtful collaboration.

When the opportunity is available, we send performers into the community as members of All-County and All-State ensembles, and students have graduated from MPH to attend prestigious performance programs such as Juilliard, Boston Conservatory, NYU Tisch School, Eastman, Purchase College, and the Crane School of Music. Students participating in our ensembles and programs move forward with an increased appreciation of the arts and fond recollections of their experiences here.

## Courses for Graduation Credit

### **First and Second Semester**

*(Selecting 2 semesters of ensemble classes is preferred for continuity and development.)*

#### **Music Ensembles: Band, Orchestra, and Vocal Ensemble (Grades 9-12)**

Music ensembles present an opportunity to study and perform music literature while experiencing the joy and love of music. Students will explore a variety of musical styles and genres, develop overall musicianship, and build teamwork amongst one another. Each semester will conclude with a performance. In addition to rehearsals during class time, students will have one group lesson per 8-day cycle during tutorial to continue building individual skills and do sectional work. Students may take both an instrumental ensemble (band and orchestra) and Vocal Ensemble at the same time but will split the music block and credit between the two groups. Playing experience and a playing proficiency of at least a NYSSMA Level II are prerequisites for Band and Orchestra enrollment. New players may participate in a tutorial lesson group to prepare for future enrollment in an instrumental ensemble. Students are encouraged to be members of performing ensembles in consecutive semesters and over multiple years to continue developing their overall musicianship and the ensembles as groups.

#### **Stagecraft (Grades 9-12)**

Stagecraft explores components of stagecraft for theatrical production (including scenery, lighting, costume, and sound) and how they are designed and utilized safely in the theatre. In addition, the course enhances the collaborative process of production through the planning, design, stage management, and stage crew support for MPH productions. These productions include the Middle and Upper School plays, musicals, and dance concerts. This course may be taken more than once so that students can continue developing advanced skills.

### **First Semester**

#### **Dance Composition and Performance (Grades 9-12)**

Dance Composition and Performance explores dance as a performing art and medium for artistic expression. The curriculum includes movement technique classes, improvisation, and the choreographic process, culminating with the Annual Student Choreography Concert. Student choreographers use class time to discover their unique style,

develop choreography, conduct rehearsals, and learn elements of production planning. Students receive Performing Arts or Physical Education credit for this course. No prior dance experience is necessary for participation. This course may be taken more than once so that students can continue developing their skills.

### **Introduction to Music Theory and Keyboard (Grades 9-12)**

Introduction to Music Theory and Keyboard develops an understanding of the fundamentals of music theory through learning keyboard skills. While studying music theory, students will apply their knowledge to learn basic keyboard techniques, harmonize songs with chords, and learn beginning piano repertoire. This course is a prerequisite to Music Theory I for both new musicians and experienced musicians who wish to have an introduction to playing the piano. This is an essential academic course and counts as one of the five essential courses each Upper School student must enroll in per semester.

## **Second Semester**

### **Dance History and Repertory (Grades 9-12)**

Dance History and Repertory introduces the legacies of great dance companies and choreographers of the 19<sup>th</sup> through 21<sup>st</sup> centuries. Students deconstruct and study original historic choreography, recognizing and understanding the unique styles originated by dance icons. The semester culminates with the annual Repertory Dance Concert. Students receive Performing Arts or Physical Education credit for this course. This course may be taken more than once so that students can continue developing their skills.

### **Music Theory I (Grades 9-12)**

Music Theory I examines the inner workings of music through an in-depth analysis of rhythm, melody, harmony, notation, and compositional techniques. Students develop aural skills through the rudiments of sight-singing and melodic, rhythmic, and harmonic dictation. The study of music theory promotes the development of overall musicianship and a greater appreciation and enjoyment of music. Fluency in music reading is a prerequisite for this course. This is an essential academic course and counts as one of the five essential courses each Upper School student must enroll in per semester.

## **Advanced Course**

### **Full Year**

### **Advanced Recital (Grades 9-12)**

Advanced Recital is an opportunity for instrumentalists and vocalists to prepare twenty to thirty minutes of solo or chamber music at a shared recital in the Spring. Advanced Recital students will meet twice a quarter to plan repertoire, discuss practice techniques, and present their work to their teacher and peers for critique. Before the recital performance, students will participate in a recital jury where they play their program for the music faculty for a formal evaluation. A commitment to practicing five hours a week is required for this course.

## Visual Art and Design

The Visual Art and Design courses are built on a foundation of five key pillars that encourage students to be intelligent, independent, and creative thinkers and makers who are unafraid of creative artistic risk. Aspects of these pillars inform each class.

*Intelligent and Technical Aesthetic Decision Making:* Students are trained to create and understand technically strong and visually striking work with an emphasis on craftsmanship.

*Understanding Their Creative Process:* Based in metacognitive practices, students are challenged to understand, critique, and improve their actions and decisions during their creative process.

*Articulate Visual Communication:* Students learn to use Art and Design as modes of communication and to consider how and what their work communicates. Students strive to be articulate visual communicators.

*Individual Experimentation:* Student are provided with the encouragement, opportunity, and support to experiment and create based on their own interests, skills, and creative pursuits. They are encouraged to take creative risk, try something new, and play.

*Community:* Students are encouraged to be a part of the larger MPH Art community and connect with peers who can help them further their artistic learning.

## Courses for Graduation Credit

### First Semester

#### Introductory Courses

##### **Introduction to Photography (Grades 9-12)**

This class introduces students to the basic technological, compositional, and editing skills necessary to be a successful photographer. Through a series of games and photoshoots, students learn everything from shooting in manual and decisive moment, to influential photographers and how to design a photo shoot. Students frequently collaborate with one another to generate ideas, shoot, and edit. The primary learning is centered around control of the camera, understanding of light, value and composition, collaborative skills, and building creative confidence. In addition, students gain a strong working knowledge of Adobe Photoshop. This is a very active class, and students will frequently engage in activities that require considerable movement. Students would benefit from access to personal cameras, but they are not required. This class is highly recommended as a basis to further studies in Art and Design.

##### **Elemental Studio (Grades 9 - 12)**

Elemental studio is a 2D (two-dimensional) intensive class that deeply dives into technical skills and idea generation. Through a series of exercises and projects, students build their speed, confidence, and quality of art production. The primary learning for Elemental Studio is the development of technical skills and an introduction to reflection. Students are provided with the opportunity to experiment with different mediums and materials. Major assignments are student driven with a significant element of critique and reflection. Students are introduced to the art elements, design principles, and post-modern art principles. This class is highly recommended as a basis to further studies in Art and Design. Can be taken multiple times.

### **Introduction to Design (Grades 9 - 12)**

Students are introduced to the basics of design and design thinking. Students are challenged to creatively solve problems and create useful or desirable products. Students work collaboratively as a design team to find and solve unique problems with the end user in mind. Students do everything from build a boat or sled, to walk on water, to design and sell t-shirts. The primary learning is rooted in design thinking and collaborative problem solving. This is a very active class and students will frequently engage in activities that require considerable movement and collaboration.

## **Advanced Course**

### **Portfolio & Supplemental Preparation (Grades 11 and 12)**

*Prerequisite: Other Visual Arts Classes*

Portfolio preparation is not just for students who are looking to go into a creative field. This class is an opportunity for non-visual arts major students to create supplemental materials for college applications, and for students looking towards a creative field to generate a powerful and articulate body of work to submit with their applications to visual art programs and schools. Students will regularly get feedback on their work from professors and college admissions officers. Students will attend National Portfolio Day, focus on the professional aspects of creative fields, learn to document their work, and how to professionally present themselves and their art. This class is independently driven and is an opportunity for students to dive into their creative process and interests. The class molds itself to fit the students individual needs. Can be taken multiple times.

## **Second Semester**

### **Introductory Course**

#### **Introduction to Ceramics (Grades 9 - 12)**

Introduction to Ceramics is designed to introduce students to the art and techniques of working with clay. This course offers a foundational overview of the principles of ceramics, enabling students to develop their creative expression while mastering the basic skills necessary for working with clay. Students will learn about the history and cultural significance of ceramics, gaining an understanding of how the art form has evolved over time and its relevance in contemporary artistic practices. Students will learn hand building skills, wheel throwing, surface decoration, glazing, and firing. Students will explore different clay types, tools, and equipment used in ceramics. Emphasis will be placed on nurturing individual creativity and problem-solving skills. Students will experiment with different forms, shapes, and textures, allowing them to create functional and sculptural pieces. They will learn to critique and analyze their work, fostering a deeper understanding of aesthetic principles and craftsmanship in ceramics.

#### **Digital Art Explorations**

Digital Art Explorations provides an opportunity for students to experiment with a variety of digital mediums from digital painting and illustration, to VR (Virtual reality) and AR (Augmented Reality), to projection and Photoshop. This class blends traditional art techniques with new digital mediums. It is a high energy collaborative class paired with a relaxing, individual, art-making experience.

## Advanced Courses

### **Design 2 (Grades 9 - 12)**

*Prerequisite: Introduction to Design*

Design 2 builds on the foundation set in the coursework of Introduction to Design. Students will act as design professionals and a design collective to solve real-world needs. This course will be an exciting mix of tackling fun design challenges, working on real world projects, and building professional business skills. Can be taken multiple times.

### **Elemental Studio 2 (Grades 9 - 12)**

*Prerequisite: Elemental Studio or permission from teacher*

Elemental Studio 2 builds on the foundational techniques learned in other introductory classes. This class will give students the space and opportunity to dive into deeper learning and practice a particular technique that interests them. Students will focus on developing positive and productive studio habits, careful critiquing, and finding a medium that they can feel confident in. Students will also work with the Post-modern art principle. The majority of the projects will be student driven and it is a wonderful opportunity for students to take creative risks. Can be taken multiple times.

# World Language

At MPH, we believe that proficiency, and ideally, fluency, in a world language is the gateway to global citizenship. We value the study of languages not only for the immediate practical benefits, but also for the way in which learning a new language enables the student to learn a new culture, and thereby see their own more clearly. MPH offers instruction in French, Latin, Mandarin Chinese, and Spanish. Students often pursue their language of choice through the most advanced courses, and over the years, many also have taken advantage of our international travel and immersion programs.

Small classes are essential to MPH's excellence in language instruction. Students are immersed in the cultural products of the countries whose language they are studying. They may do as the Romans did, prepare a Spanish meal, read a French magazine, or watch a Chinese film. Because the study of a world language entails a progressive acquisition of linguistic skills, our program is intentional in its vertical articulation. Our students' progress over time from beginners to proficient speakers and connoisseurs of the culture, and several attain fluency and even choose to master more than one language.

## Graduation Requirement

Every student must take at least three years of the same world language in the Upper School and reach the intermediate level of proficiency. These graduation requirements are supported by the variety of courses offered in a wide range of topics and levels. Instruction is offered in French, Latin, Mandarin Chinese, and Spanish.

## Courses for Graduation Credit

### French Sequence

#### **French Novice B**

This course entails the same program as the French Novice course but in greater detail and complexity while maintaining the same emphasis on oral communication. Students read and comprehend passages that focus on cultural affairs in France and in French-speaking countries. The course develops writing skills, from simple sentences to paragraph compositions in French. Greater attention is given to written compositions and reading selections. Integrating the cultural material into the learning process, students acquire an awareness of youth-related life in the French-speaking world. Students will maintain a portfolio of work and present a final project to demonstrate their acquired level of proficiency in all three modes of communication at the end of the course.

#### **French Intermediate**

French Intermediate is an immersion course designed with acquisition-driven instruction principles and a proficiency-oriented approach. The students will continue to develop interpretive reading, presentational writing, and interpersonal speaking skills through increasingly complex readings and authentic texts, videos, and social media. At this level, students develop the ability to analyze authentic resources and apply their language skills to create oral and written arguments about current and historical events in the Francophone world. This course provides a path to intermediate proficiency based on high-frequency words, grammar, and cultural themes of the Francophone world. Students will maintain a portfolio of work to demonstrate their progress and present a final project to demonstrate their acquired proficiency level in all three modes of communication at the end of the course.



### **Current Issues in the Francophone World**

This immersive conversation course will explore the breadth of the Francophone world and introduce students to its many cultures. With daily exposure to authentic articles, video clips, films, radio segments, songs, and social media, students will be invited to discuss, write about, research, and present on current issues and perspectives in the Francophone world. This course is for students who have completed the Intermediate course or can demonstrate an Intermediate Mid level of proficiency.

### **AS Course: French Language and Literature *Not offered in 2024-2025***

AS Course in French Language and Literature is a course designed for fifth-year students or students who have demonstrated intermediate-high proficiency levels in the three modes of communication, interpersonal, interpretive, and presentational. Students will continue to advance their studies of Francophone cultures and develop a deeper analysis of the topics presented. The students are expected to plan, prepare and present a variety of assignments about cultural and historical topics. Students will present a variety of projects to express their views as global citizens. This course prepares students to collaborate, construct and produce work in formal and informal settings with peers, and other Francophone professionals. The students will focus on topics like global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. Students in this course are expected to be prepared and fully engage and lead the discussion on global citizenship and current issues in the Francophone world. The students will support their opinions with their research as well as material presented in-class lectures.

## **Spanish Sequence**

### **Spanish Novice B**

This Spanish immersion course is designed to develop the student's interpersonal, interpretive, and presentation skills. In this course, the students will apply their knowledge and skills to complete a variety of written and oral projects to demonstrate their learning. Students will continue to develop their understanding and appreciation of Spanish Culture with authentic texts, realia, music, and dance from the 21 Spanish-speaking countries. Students will maintain a portfolio of work and present a final project to demonstrate their acquired level of proficiency in all three modes of communication at the end of the course.

### **Spanish Intermediate**

This Spanish immersion course is designed to develop the student's interpersonal, interpretive, and presentation skills. In this course, students will develop their ability to sustain conversations and written presentations on a variety of topics and themes using authentic texts and multimedia materials. Students will learn to construct oral and written arguments to narrate, persuade, compare, and analyze a variety of contemporary and historical topics of the Spanish-speaking world. Students will maintain a portfolio of work and present a final project to demonstrate their acquired level of proficiency in all three modes of communication at the end of the course.

### **Spanish Theater, Cinema, and Culture**

This Spanish class is an immersion course designed to further develop students' abilities in the three modes of communication: interpersonal, interpretive, and presentational. The students will analyze and compare different genres of theater, film, and documentaries of the 20th- and 21st-centuries. Students will research, analyze, compare, and reflect on social issues, fashion, food, social media, and music. They will also gain an understanding of how all

twenty-one Spanish-speaking countries are connected by the Spanish language and still preserve their own unique culture and identity. Students will lead discussions on the meaning of being a global citizen, current issues and trends of the Spanish-speaking world, and analyze how technology is transforming cultural traditions and identities, specifically with the use of social media. In this course, the students will produce videos in a variety of genres; for example, commercials, horror video clips, short plays, video stories, short movies, and critiques of films that have been discussed in class. This course is for students who have completed the Intermediate course or can demonstrate an Intermediate Mid level of proficiency.

### **Current issues in the Spanish-Speaking World**

This course is a language immersion course designed with an emphasis on the interpersonal, interpretive, and presentational modes of communication. The students will develop the ability to analyze and compare the diverse Spanish and Latin American Cultures with daily discussions, readings, news, video clips, and guided writing practice. Some of the topics discussed will be global challenges, science and technology, contemporary life, personal and public identities, families and communities, and beauty and aesthetics. Students will be introduced to idiomatic expressions of the Spanish language and will continue to refine their pronunciation and comprehension by participating in class discussions, preparing rehearsed speeches, and participating in debates. A variety of Spanish realia, as well as historical and cultural topics, are used to increase the depth of student appreciation of Spanish culture. Contemporary authentic Spanish news, video clips, and Podcasts are used to engage in advanced language discussions. This course is for students who have completed the Intermediate B course or can demonstrate an Intermediate Mid level of proficiency.

### **AS Latin American Art and Architecture**

Advanced Studies in Latin American Art and Architecture is a Spanish course designed for fifth-year students who have demonstrated intermediate-high proficiency in interpersonal, interpretive, and presentational communication skills. Building upon their previous language skills, students will continue to advance in their studies of Spanish-speaking cultures and develop advanced analytical intercultural competencies. This course is a comprehensive exploration of the history of art and architecture in Latin America, spanning from pre-Columbian civilizations to the contemporary era. Through an examination of historical contexts, students will gain insight into cultural significance embedded within Latin American expressions through time. By tracing the interplay of Native American, European, and African influences, students will understand the diverse artistic landscapes that have shaped the continent. Students will analyze how these cultural legacies continue to intersect, influencing modern artistic discourse and architectural paradigms. Throughout the course students will be challenged to analyze artistic constructions, discerning their cultural and historical significance. Students are expected to articulate informed opinions, supported by rigorous research and thoughtful consideration of diverse viewpoints. Students in this course will present a capstone project to demonstrate their understanding of the topics and their linguistic and analytical skills.

## **Mandarin Chinese Sequence**

### **Mandarin Chinese Novice B**

Introduction to Mandarin Chinese is designed for students who have no previous or little experience with the Chinese language. This course provides an introduction to the fundamental principles of the Chinese language: tones/phonetics, characters writing system, and cultures at a faster pace. The emphasis is on reading, writing,

speaking, and listening communicative skills. Students will be expected to present information about everyday topics using simple sentences through spoken and written language.

### **Mandarin Chinese Intermediate I**

This is a sequential course after the Novice Mandarin Chinese course. Students will continue to build upon their communicative skills in listening, speaking, reading, and writing. There is a more in-depth look at grammatical structures and vocabulary. Students will be expected to present information about everyday topics by creating and using simple sentences, through spoken or written language.

### **Mandarin Chinese Intermediate II**

Intermediate Mandarin is designed for students who have completed Beginner's Mandarin or have demonstrated competency in basic Chinese language skills. Intermediate Mandarin helps students construct and engage with longer and more complex language structures. Students will build on interpretive modes of communication and practice using those skills in personal and professional scenarios. Course topics will also introduce students to literary knowledge and cultural perspectives embedded within the Chinese language. By the end of the course, students will be able to write in a short essay format and perform short monologues in Chinese.

### **Mandarin Chinese Advanced I**

The Advanced Mandarin course is aimed at helping students express themselves with longer and more complex sentence structures. Students will build on interpretive modes of communication developed in the previous year and practice accessing those skills in personal and professional environments. The topics focus on cultural perspectives, linguistic knowledge, and exposition. By the end of the course, students will be able to write in a short essay format and speak in a 2-3 minute presentation.

## **Latin Sequence**

### **Latin Novice B**

The Novice B Latin course develops awareness and mastery of Latin grammar. Specifically, it stresses proficiency in a language based on an understanding of basic forms and syntax. Additionally, vocabulary building is fundamental to this process, and Latin forms and endings are practiced daily. While the ultimate goal is the reading and writing of the language, there is practice in speaking. Classical pronunciation is used. The class also emphasizes the impact of Greek and Roman civilizations on literature, culture, and art.

### **Latin Intermediate**

The Intermediate Latin course continues the sequence begun in Latin A. The first half of the year is devoted to a student's development of a secure knowledge of grammar and a mastery of reading Latin prose. The second semester is devoted to reading Caesar's Gallic Wars: Book I. There is much emphasis on the student's awareness of ancient culture.

### **Latin Literature**

Students in Latin Literature read two ancient authors: Cicero and Ovid. Selections from Cicero's essays, speeches, and letters begin the year. Considerable time is spent discussing the historical context of his writing, including the causes of the Civil War and the eventual breakdown of the Roman Republic. Selected portions of the Amores and

Metamorphoses of Ovid, which introduce the student to authentic Latin poetry, complete the year. Students learn all aspects of Ovid's work including style, meter, and literary devices.

### **Advanced Latin Literature**

The Advanced Latin Literature course is designed for students to review Latin grammar and develop skills in reading Latin passages from Catullus' and Horace's lists of works. Skills include the ability to translate, analyze, interpret, read aloud, and scan the meter appropriate to the text. The course places a strong emphasis on the historical, social, cultural, and political context of Catullus' and Horace's poetry. Also, students learn how Latin literature has influenced the art and literature of the modern world and culture.

### **AS Vergil and Caesar: The Literature of Empire**

This course's goals are to develop the student's abilities to translate the required passages from Caesar's *De bello Gallico* and Vergil's *Aeneid* into English, to help them understand the context of the written passages (including the political, historical, literary, and cultural background of each author and text), and to help them understand the reasons behind the particular style of writing and the rhetorical devices employed. The course also helps students to be successful in analyzing Latin passages and in understanding how and why the author uses the language in a particular way and the effects he is hoping to produce.

## **Elective Course**

### **First Semester**

#### **West Meets East: A Comparative Cultural Perspective (Grades 10-12)**

This survey course on East Asia introduces students to regional culture, economics, and politics. Students will learn through comparative case studies, reflecting first on what they know about their own customs and values, and then applying those insights to examine the traditions and aspirations of people in China, Japan, and South Korea. Our case studies will contrast many terrains—including the hip (American vs. Korean pop), the lucrative (Amazon vs. Alibaba), and even the savory (burgers vs. sushi)—and our discussions will aim to build bridges by focusing on commonalities in language, markets, and geography. This course does not have any prerequisites, but students with a regional language background are encouraged to enroll.